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ABSTRACT

This vocational needs course is specific to the needs of disabled students, with teaching units focusing on all areas of independent living. Introductory information includes the following: curriculum implementation, course description, classroom requirements, staff training, field testing, competency records, handicaps and people with disabilities, general references, and resource organizations. Each of the 13 chapters of the curriculum consists of a number of competencies, for each of which are provided a number of performance objectives. Each enabling objective that relates to a performance objective is accompanied by content, including specific notes and suggestions for the teacher, and activities (worksheets, games, checklists, and tests). Handouts and transparency masters are provided. The curriculum covers the following topics, divided into two domains (the personal/domestic and the vocational): (1) introduction to independent living; (2) goal setting; (3) social skills; (4) leisure/recreation; (5) health; (6) money management; (7) clothing selection and care; (8) travel/transportation; (9) home management; (10) housing; (11) nutrition/cooking; (12) advocacy; and (13) personal care attendant management. (YLB)

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TRANSITION TO INDEPENDENCE

A Vocational Evaluation curriculum to enhance the independence of secondary students with physical, sensory and mental disabilities

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DRAFT

INTRODUCTION

Independent living would seem to be the natural outcome in the maturation process for young people as they approach adulthood. Traditionally this has not been the case with many disabled persons. Often they have no voice in decisions regarding aspects of daily life--financial, personal care and daily living, housing, transportation, education, recreation and employment.

Regretfully, many disabled students have found that after finishing high school they are not ready for independence. Many are socially immature because they spend most of their time at home. Living conditions of some are not satisfactory. Often those who are employed are not happy or not working to their potential. Often there are low expectations from parents or families and a sense of isolation from their peers. Students as well as families may not have the information or expertise to set reasonable independent living and employment goals. In addition, with a lack of successful role models who are also disabled there is incomplete integration into normal community life.

Independent Living Centers have seen this need. By the time many adults come for assistance from community agencies they have accummulated too many years of habits of depending on others and have low self-esteem. Many lack basic independent living skills others learned in childhood by doing household chores or going out on their own. Self-motivation and the desire for self-improvement is much lower at an older age. Self-confidence and self-awareness necessary to set goals have erroded. Often there is an unawareness of the available opportunities and the chance to choose their own lifestyle.

Public education has not been entirely successful in assisting disabled students to achieve maximum independence. In all levels and categories of disabled youth, there is an unemployment rate five to ten times greater than for non-disabled persons.[1] Guidance counselors sometimes focus on academic issues rather than daily living. Disabled youths and their families are often not informed about available resources and information relevant to the many aspects of independent living. Even when students have received training in daily living skills, as is the case with some mentally retarded students, it is not in keeping with an independent living philosophy.

Gaps in services exist as the student leaves school and enters the adult world. In many communities there is no linkage or coordination of organizations that serve disabled people. Often families are not made aware of existing agencies and services. And, very importantly, there is a general lack of community resources--housing, employment, public transportation available to all disabled persons.

Given the lack of readiness for maximum independence, the insufficient knowledge about options for employment, daily living, or community involvement, and the gaps in services between school and the adult world for disabled people, a new approach is needed in education. A new approach to teaching independent living and cooperation between an Independent Living Center and a local school system, wherein disabled students receive the services of the indepedent living center while still in school, is one option.

New ways of thinking are needed to help disabled persons visualize their potential to live more independently. Many people with a disability could live in their own apartments if they knew how to locate affordable housing or if they had a personal care attendant. Learning to use public transportation can decrease one's reliance on others. Earning a living gives those who may think their only option is public assistance greater control over the financial aspects of their life. Disabled people not only need employment opportunities, they need to know how to sell themselves as disabled persons and how to address disability issues related to employment.

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[1] Paul Wehman, M. Sherril Moon, Jane M. Everson, Wendy Wood, and J. Michael Barcus. Transition From School To Work. Baltimore: Paul H. Brookes, 1988.

New options and planning for an independent lifestyle must begin at a younger age--before people are out of school. During the school years young people have the benefit of being in a learning setting and are more open to new ideas. Also at this time people have greater aaccess to a variety of professionals who have the potential to help them.

The Model Program

"Transition To Independence" is the response of the Endependence Center in Hampton Roads to the unmet needs of disabled high school students. Centers for Independent Living are private non-profit corporations run by and for persons with disabilities. It is the goal of these Centers to help disabled individuals reach their maximum level of independence in the areas of housing, education, employment, and community involvement. This is accomplished by offering services including peer counseling (counseling by a qualified disabled person who is a role model for other disabled people), individual and group counseling, support groups, independent living skills training, information and referral services, pre-employment services, advocacy and housing referral and placement. Technical assistance and a speakers bureau are services available to the community.

A grant funded by the Perkins Vocational Education Act from the Virginia Department of Education was awarded to the Endependence Center to develop a curriculum for ahigh school Vocational Special Needs course in Independent Living and to include as part of that curriculum the services offered at the Center. Personnel from the Vocational and Adult Education Department of Norfolk Public Schools participated in this project as consultants. They recommended twenty (20) students and former students for participation in the model program. The project emphasized employment as well as independent living.

The curriculum is very specific to the needs of disabled students. The teaching units focus on all areas of independent living with a perspective of a disabled person. Students will be exposed to topics they have not experienced before in a classroom.

IMPLEMENTATION OF THE CURRICULUM

I. Peer Counseling

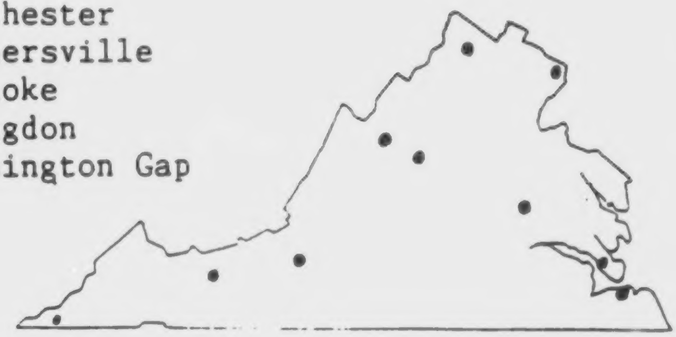
Central to preparing disabled students for independent living in this course is that they have the opportunity to work with a Peer Counselor. As defined, a Peer Counselor for the school system is a qualified person with a Bachelor's Degree who is also disabled. This concept has been in use successfully for over a decade in Independent Living Centers across the country. A successful disabled person is a role model and an inspiration for someone trying to reach his or her maximum potential. A Peer Counselor can identify with many of the problems of disabled students because he or she has "been there," too. Disabled students have many problems related to self-concept, physical accessibility, daily living, future plans, employment and trying to fit into the "normal" world. Such concerns may not be fully appreciated by school personnel used to dealing with the more routine problems of class schedules, discipline, or college plans.

Two options for including a Peer Counselor to work with disabled students in Vocational Special Needs classes are offered. The first option is for the local school system to contract with an Independent Living Center to provide a Peer Counselor. An agreement between the school system and the Independent Living Center could be made. With this option it would be easier to integrate other community services.

Independent Living Centers are in the following ten (10) locations in Virginia. All offer peer counseling as a service to disabled persons.

Winchester
Fishersville
Roanoke
Abingdon
Pennington Gap

Arlington
Charlottesville
Richmond
Newport News
Norfolk



The second option is for the school system to hire a Peer Counselor as part of the regular staff. It is emphasized that a Peer Counselor must be a disabled person to truly be a peer of disabled students. It would defeat the purpose if the school system were to merely add "peer counseling duties" to another counselor already employed who was not necessarily disabled.

Duties of the Peer Counselor will include individual and group counseling, assistance with setting and achieving independent living goals, and referrals to community resources.

II. Course Description

"Transition To Independence" is a Vocational Needs course. It is relevant to students with orthopedic impairments, sensory impairments, and mental impairments. The activities developed have the flexibility of being adapted to severely physically disabled persons. Class enrollment should be limited to 10 or 12 students, as this will allow the teacher to individualize parts of the curriculum with each student.

The curriculum covers the following topics and information and is divided into two domains, the Personal/Domestic and the Vocational:

Introduction to Independent Living
Goal Setting
Social Skills
Leisure/Recreation
Health
Money Management
Transportation
Home Management
Advocacy -- Rights of the Disabled
Housing
Clothing Selection and Care
Cooking
Attendant Management

Because of the volume of material and of the individual differences of students, the course is designed to be repeated from grades 10-12, if necessary.

The rationale for the content of Transition To Independence is twofold. First, the concept of maximum independence and integration into the community facilitated by a Peer Counselor as well as classroom activities, has focused on several topics very relevant to disabled students. Such topics as Attendant Management, Sexual Assault of Disabled Persons or Personal Advocacy are specifically relevant to disabled students. These topics have not been addressed in other courses within the public schools.

Second, although other topics presented are not new to vocational students, the activities included are designed with disabled students in mind. The activities are functional. They are not completely dependent on academic skills. Many can be done in more than one way--individually, in small groups or by the entire class.

III. Classroom Requirements

A Home Economics laboratory classroom is required for Transition To Independence with braille labeling where appropriate and wheelchair accessible work areas. The room should be large enough for wheelchair users to move about and to encourage student interaction.

General classroom equipment should include:

Overhead Projector
Tables and chairs for students
Telephone
TDD
Closet or storage area
Chalk Boards
Bulletin Boards
Full length mirrors
Sink
Storage areas for students

The home economics laboratory should have the following items in the kitchen area:

Range
Sink
Microwave oven (with appropriate cooking equipment)
Refrigerator
Cupboards
Table
Chairs
Dish drainer and tray
Dishwasher
Garbage disposal
Coffee maker
Toaster
Blender
Mixer
Manual and electric can opener
Dishes--one set per student
Flatware--one set per student
Cups--one per student
Glasses--one set per student
Assorted knives
Serving utensils
Pots--small, medium and large
Saucepans--small, medium and large
Tea kettle
Frying pans
Pie and cake pans
Loaf pan
Cookie sheets

Muffin pan
Pizza pan
Plastic spatula
Metal spatula
Measuring spoons
Cutting board
Bowls--small, medium and large
Whisk
Grater
Peeler
Colander or strainer
Food storage containers
Kitchen linens (dish cloths, dish towels, potholders, placemats and tablecloths)

Funds should be available to purchase food for cooking class.

A utility area with:

Sewing machine
Washer
Dryer
Iron
Ironing board
Baskets for clothes
Laundry tub
Buckets/pails
Broom
Mop
Dustpan
Detergent
Cleaning Solvents

Wastebasket
Toolbox
Screwdrivers, various sizes
Phillips head screwdrivers
Pliers
Hammers
Adjustable wrench
Wrenches
Vice grips
Socket wrench & sockets
Spare lightbulbs

Space should be allowed for a family living area. Often it is possible to get furniture donated by people in the community.

Furniture needed:

Sofa, chairs

End tables, coffee table

Book case

Record/tape player

IV. Staff Training

It is most important that teachers and administrators and others who are involved with vocational Special Needs students understand the concept of Independent Living and know where to go for information and guidance. The advantage of school system cooperation with an Independent Living Center is that the Center can provide the necessary training. Each Independent Living Center in the State of Virginia, as well as nationwide, is staffed with qualified professionals who are knowledgable on the topic of independent living.

The following one-day workshop is recommended:

TIME	TOPIC	ATTENDED
Half day	Philosophy of Independent Living	Vocational Special Needs Teachers Peer Counselors Other vocational teachers Counselors Administrators Helping teachers Psychologists Occupational therapists Physical therapists
Half day	Teaching Strategies	Vocational Special Needs Teachers Peer Counselors

V. Parent Involvement

Independent living cannot stop with school activities. To be successful at maximizing their independence and accessing the community, students need the support of their own parents. Parents of disabled youth are often very protective and may not have allowed them much independence or a voice in decisions that affect them. They have spent years advocating for their disabled children and it is difficult to let go.

In the Model Program of "Transitional Services For Disabled Youth" twenty students from Norfolk Public School received services at the Endependence Center in Norfolk such as Independent Living Skills Training, Peer Counseling, support groups and pre-employment skills training. Parents were involved in separate counseling sessions and support groups. Here they were able to recognize and deal with their fears and concerns. The students' group was called "Becoming Independent" and the parents' group was called "Letting Go."

There were also combined meetings of parents and students. With the Peer Counselor or other Center staff serving as facilitator, there was new understanding and communication between parents and students. Parent involvement in this program was very important to its success.

Some of the activities in the curriculum require parent cooperation. Suggestions for teachers for further parent participation include:

- Visit each family in the home at the beginning of the year for the purpose of gaining insights into the family situation. Any questionnaires or data gathering needed from parents can be done in a home visit.
- Invite parents to the Independent Living classroom for a meeting to explain the aims of the program.
- Meet with parents in a support group setting throughout the year.
- Ask for parent assistance where necessary (to accompany field trips, or other school volunteer jobs).

"TRANSITION TO INDEPENDENCE"

HOW TO USE THIS CURRICULUM

Each chapter is designated by a Roman Numeral, (I - XIII) and name of the chapter. Each chapter then contains the following parts in this order:

Competency

- defined as the demostrated ability (including knowledge, skills or attitudes) to perform a specific task successfully to meet a specific standard.

Performance Objective

- a statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specific conditions. It states the degree of acceptable performance.

Enabling Objective

- an objective that identifies one thing a learner must be able to do or know to perform the performance objective.

Content

- the factual content background information or topics to be taught.
- specific notes, suggestions and referrals for the teacher.

Activities

- basic activities, worksheets, games, checklists and tests used to teach the concepts.

Transition To Independence involves competencies from the Personal/Domestic domain relating to independent living. In addition, as one of the purposes for this course is to improve and enhance vocational education for disabled students, competencies in many of the chapters are in the Vocational domain. They are employment related.

Student/teacher interviews are suggested many times in this curriculum for evaluation purposes. This type of interview should be short, in-class and informal.

The curriculum has some activities to be completed with the Peer Counselor. This is because of the individual nature of the activities and the relevance of many of the activities to long term goal plans. Activities and counseling sessions must be scheduled carefully to insure that each student can meet with the Peer Counselor when necessary.

FIELD TESTING

DESCRIPTION OF FIELD TEST PROCESS

The Endependence Center received grant funding from the Virginia Department of Education to field test the Transition to Independence curriculum in public secondary schools in the Hampton Roads area. Peer counseling services for the students in the classes where the curriculum was used were included in the field testing. Vocational Education administrators in five (5) Hampton Roads school divisions were contacted by the Project Coordinator. Grant requirements specified that at least three (3) field testing sites would be used and administrators in three (3) school divisions (with 4 teachers) agreed to field test the Transition to Independence Curriculum. It was not possible to pilot the curriculum only in Vocational Education classes; therefore, field testing was also done in Special Education classes (E.M.R.). In each site, administrators made the selection of the teachers who participated. The field test sites and teachers were:

Bayside High School, Virginia Beach
Ms. Marilyn Rehbaum, Special Education

Indian River High School, Chesapeake
Ms. Rita Lou McCain, Special Education

Manor High School, Portsmouth
Celestine Hardy, Home Economics

Manor High School, Portsmouth
Ms. Maryland Spicely, Special Education

Prior to the opening of school, an Inservice Education program was held at the Endependence Center for field test teachers and administrators from the three (3) school systems. The inservice training covered use of the curriculum, peer counseling, and an overview of services of the Endependence Center. At this time copies of the curriculum were given to the teachers who were participating.

EVALUATION

An instrument was developed to evaluate the curriculum according to content, format, use, and the peer counseling process. A sample follows. The instrument was used with each chapter. The Project Coordinator met with the field test teachers to complete the evaluation forms and discuss results. Each teacher determined which chapters of the curriculum would be used based on needs of the students and other individual constraints. Therefore, not all chapters were field tested and some were used by more than one teacher. Field test results are summarized at the beginning of each chapter of the curriculum that was used.

SPECIAL CONSTRAINTS OF FIELD TESTING

The following factors impacted upon the field testing of this curriculum.

1. The project was faced with a late start. Tentative plans for field testing and conferring with school administrators was done early but assurance of funding for this project was not known until late summer. This impacted on all of the segments of the project which needed to be in place -- selection of teachers, selection of pilot sites, school board approval in one city, and date for inservice training.
2. All disability groups were not represented. The majority of the students in the field testing were Mentally Retarded, with a few from the Multi-Handicapped population. The curriculum was designed for all disability groups including the above and those

persons with physical or sensory disabilities.

3. All teachers and administrators involved did not attend the Endependence Center Inservice Education for use of the curriculum. Reasons for this were conflicting schedules and that selection of the teachers involved had not been made by the time of the Inservice.
4. The peer counselor was not used to the fullest extent in accordance with the curriculum. This was due, in part, to limited time for counseling. The amount of time each student had for counseling was determined by the teacher and the school. Also, there was little time for teachers and peer counselor to coordinate. Despite these constraints, each teacher reported that the peer counseling process was of great benefit to the students.

TRANSITION TO INDEPENDENCE COMPETENCY RECORD

Student: ______________________ School Year: __________

School: ______________________ Teacher: ____________

Peer Counselor: ____________________

Rating Scale:
1. Exceeds minimum standard without assistance.
2. Meets minimum standard without assistance.
3. Cannot perform to standard without assistance.
0. Not taught or evaluated.

COMPETENCIES	Date	Rating	Comments
I. Introduction to Independent Living			
I.A. Identify independent living possibilities for disabled persons.			
II. Goal Setting			
II.A. Identify, differentiate and evaluate problems of daily living as part of the problem solving process.			
II.B. Identify short term and long term personal goals.			
II.C. Establish long term goals.			
III. Social Skills			
III.A. Evaluate self-esteem.			
III.B. Accept individual disability.			
III.C. Communicate and interact appropriately in social situations.			
III.D. Identify methods of communication for disabled persons.			
III.E. Identify facts about sexual assault on the disabled.			
III.F. Identify personal values met through work.			
III.G. Identify behavior characteristics acceptable in the work place.			
IV. Leisure/recreation			
IV.A. Select and use a leisure/recreation facility, program or activity in the community.			
IV.B. Determine ways to use leisure time.			
IV.C. Plan a trip to a sports event, play or concert.			
V. Health			
V.A. Select and use personal care products.			
V.B. Maintain good health by proper treatment of common illnesses and the use of preventative techniques.			
V.C. Recognize one's personal disability.			
V.D. Explore the use of various aids and equipment specific to one's own disability.			

COMPETENCIES	Date	Rating	Comments
VI. Money Management			
VI.A. Plan for the wise expenditure of money.			
VI.B. Use bank services.			
VI.C. Use basic financial records.			
VI.D. Identify the financial aspects of employment.			
VII. Clothing Selection and Care			
VII.A. Select personal clothing.			
VII.B. Identify clothing modifications for physically disabled persons.			
VII.C. Care of clothing.			
VIII. Travel/Transportation			
VIII.A. Explore public transportation.			
VIII.B. Travel safely.			
IX. Home Management			
IX.A. Maintain a home.			
IX.B. Identify safety procedures for the home.			
X. Housing			
X.A. Explore housing options.			
XI. Cooking			
XII. Advocacy			
XIII. Personal Care Attendant Management			
XIII.A. Explore personal care attendant(PCA) arrangements.			
XIII.B. Choose appropriate procedures for recruiting a personal care attendant.			
XIII.C. Use communication techniques to resolve conflict and maintain an assertive role with a PCA.			
Other Competencies			

TRANSITION TO INDEPENDENCE COMPETENCY RECORD

Student: ______________________ School Year: ____________

School: ______________________ Teacher: ____________

Peer Counselor: ______________________

Rating Scale:
1. Exceeds minimum standard without assistance.
2. Meets minimum standard without assistance.
3. Cannot perform to standard without assistance.
0. Not taught or evaluated.

COMPETENCIES	DATE	RATING	COMMENTS
I. INTRODUCTION TO INDEPENDENT LIVING			
I.A. Identify independent living possibilities for disabled persons.			
II. GOAL SETTING			
II.A. Identify, differentiate and evaluate problems of daily living as part of the problem solving process.			
II.B. Identify short term and long term personal goals.			
II.C. Establish long term goals.			
III. SOCIAL SKILLS			
III.A. Evaluate self-esteem.			
III.B. Accept individual disability.			
III.C. Communicate and interact appropriately in social situations.			
III.D. Identify methods of communication for disabled persons.			

COMPETENCIES	DATE	RATING	COMMENTS
III.E. Identify facts about sexual assault on the disabled.			
III.F. Identify personal values met through work.			
III.G. Identify behavior characteristics acceptable in the work place.			
IV. LEISURE/RECREATION			
IV.A. Select and use a leisure/recreation facility, program or activity in the community.			
IV.B. Determine ways to use leisure time.			
IV.C. Plan a trip to a sports event, play or concert.			
V. HEALTH			
V.A. Select and use personal care products.			
V.B. Maintain good health by proper treatment of common illnesses and the use of preventative techniques.			
V.C. Recognize one's personal disability.			
V.D. Explore the use of various aids and equipment specific to one's own disability.			

COMPETENCIES		DATE	RATING	COMMENTS
VI.	MONEY MANAGEMENT			
VI.A.	Plan for the wise expenditure of money.			
VI.B.	Use bank services			
VI.C.	Use basic financial records.			
VI.D.	Identify the financial aspects of employment.			
VII.	CLOTHING SELECTION AND CARE			
VII.A.	Select personal clothing.			
VII.B.	Identify clothing modifications for physically disabled persons.			
VII.C.	Care of clothing.			
VIII.	TRAVEL/TRANSPORTATION			
VIII.A.	Explore public transportation.			
VIII.B.	Identify clothing modifications for physically disabled persons.			
VIII.C.	Care of clothing.			
IX.	HOME MANAGEMENT			
IX.A.	Maintain a home.			
IX.B.	Identify safety procedures for the home.			

COMPETENCIES	DATE	RATING	COMMENTS
X. HOUSING			
X.A. Explore housing options.			
XI. COOKING			
XI.A. Select nutritious food.			
XI.B. Identify and use appropriate skills for meal preparation.			
XII. ADVOCACY			
XII.A. Identify rights of disabled persons.			
XIII. PERSONAL CARE ATTENDANT MANAGEMENT			
XIII.A. Explore personal care attendant (PCA) arrangements.			
XIII.B. Choose appropriate procedures for recruiting a personal care attendant.			
XIII.C. Use communication techniques to resolve conflict and maintain an assertive role with a PCA.			
OTHER COMPETENCIES			

General Information About Handicaps and People with Disabilities

Definition: The regulations for Public Law 94-142 (The Education for All Handicapped Children Act) list 11 types of handicaps:

1. DEAF

   A hearing impairment so severe that the child is impaired in receiving linguistic information through hearing, with or without amplification.

2. DEAF-BLIND

   Simultaneous hearing and visual impairments, whose combination causes such severe communication and other developmental and educational problems that the child cannot be accommodated in special education programs designed solely for deaf children or blind children.

3. HARD OF HEARING

   A hearing impairment, whether permanent or fluctuating, which is less severe than the definition of "deaf" in this section.

4. MENTALLY RETARDED

   Below average general intellectual functioning existing along with deficits in adaptive behavior and manifested during the developmental period.

5. MULTIHANDICAPPED

   Several simultaneous impairments (such as mental retardation and blindness; mental retardation and orthopedic impairments; and so forth), the combination of which causes such severe educational problems that the child cannot be accommodated in special education programs designed solely for one of the impairments. (This definition does not include a deaf-blind child.)

6. ORTHOPEDICALLY IMPAIRED

   A severe orthopedic impairment , including an impairment caused by a birth defect (e.g., clubfoot, absence of an extremity), an impairment caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairment from any other cause (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

7. OTHER HEALTH IMPAIRED

   An autistic condition manifested by severe communication and other developmental and educational problems; or limited strength, vitality, or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

8. SERIOUSLY EMOTIONALLY DISTURBED

   A condition in which the individual exhibits one or more of the following characteristics over a long period of time and to a marked degree: An inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. (This definition includes children who are schizophrenic).

9. SPECIFIC LEARNING DISABILITY

   A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include a learning problem which is primarily the result of a visual, hearing, or motor handicap, of mental retardation, or of environmental, cultural, or economic disadvantage.

10. SPEECH IMPAIRED

    A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment.

11. VISUALLY HANDICAPPED

    A visual impairment, with or without correction. The definition includes both partially sighted children and blind children.

Prevalance
In the school year 1981-82, over 4.2 million children received special education and related services in public schools.

References: Blackhurst, A. E., & Berdine, W. H. An Introduction to Special Education. 1981. (Little, Brown & Co., 34 Beacon Street, Boston, MA 02106)

From: National Information Center for Handicapped Children and Youth
P. O. Box 1492, Washington, D. C. 20013

GENERAL REFERENCES ON INDEPENDENT LIVING

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DeJong, G. "Independent Living: From Social Movement to Analytic Paradim." *Archives of Physical Medicine and Rehabilitation*, 1979, 60, 435-446.

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Maynard, M., and Chadderdon, L. *Leisure and Lifestyle: A Cross-National Report on Issues and Models for People with Disabilities*. Lansing, MI: University Center for International Rehabilitation, Michigan State University, 1984.

Petal, M. *Independent Living and Deafness: Incorporating Deaf Clients into the Independent Living Network*. Houston, Texas: Institute for Rehabilitation and Research, 1980.

Rice, B.D., and Roessler, R.T. Introduction to Independent Living Rehabilitation Services. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1980.

Sigelman, C.K., and Parham, J.D. Independent Living and Mentally Retarded Persons. Houston, Texas: Institute for Rehabilitation and Research, 1981.

Tate, D., Jarvis, R., and Juhr, G. "International Efforts in Independent Living." Archives of Physical Medicine and Rehabilitation, 1979, 60, 462-465.

RESOURCES FOR ADAPTIVE EQUIPMENT, CLOTHING AND HOUSEHOLD AIDS

Ableware-Independent Living
Maddak Inc.
Pequannock, NJ 07440

Cleo, Inc.
3957 Mayfield Road
Cleveland, OH 44121
800-321-0595 or
216-382-9700

Comfortably Yours
52 W. Hunter Avenue
Maywood, NJ 07607
201-368-0400

Fashion Able
99 West Street
Medfield, MA 02052
617-359-2910

Fred Sammons, Inc.
Box 32
Brookfield, IL 60513
800-323-7305

Sears Home Health Care
Aids Catalog
(a variety of medical equipment)
Order from any Sears store.

NATIONAL TOLL-FREE NUMBERS

AT & T National Special Needs Center	800-222-4474
	800-233-1222
	800-833-3232 (TDD)
Alzheimer's Disease & Related Disorders	800-621-0379
Center in Illinois	800-572-6037
AMC Cancer Information Center	800-525-3777
American Cleft Palate Educational Foundation	
CleftLine	800-24-CLEFT
Center in Pennsylvania	800-23-CLEFT
American Council of the Blind	800-424-8666
American Diabetes Association	800-232-3472
American Foundation for the Blind	800-AFBLIND
	800-232-5463
American Kidney Fund	800-638-8299
Center in Maryland	800-492-8361
American Leprosy Missions (Hansens Disease)	800-543-3131
American Liver Foundation	800-223-0179
American Medical Radio News	800-621-8095
American Paralysis Association	800-225-0292
American Tuberous Sclerosis Association	800-446-1211
Association for Retarded Citizens of the U.S.	800-433-5255
Association of Heart Patients	
Heartline	800-241-6993
Better Hearing Institute	
Hearing Helpline	800-424-8576
Cancer Information Service	
National Line	800-4-CANCER
Center in Oahu, HI	800-524-1234

From: National Information Center for Handicapped Children and Youth
P. O. Box 1492, Washington, D.C., 20013

National Toll Free Numbers (continued)

Captioned Films for the Deaf	800-237-6213
Center for Special Education Technology	800-345-TECH
Childfind	800-426-5678
Cornelia de Lange Syndrome Foundation	800-223-8355
D.T. Watson Rehabilitation Hospital	800-223-8806
Educators Publishing Service, Inc. Specific Language Disabilities (Dyslexia)	800-225-5750
Center in Massachusetts	800-792-5166
Epilepsy Foundation of America	800-EFA-1000
Epilepsy Information Line	800-426-0660
ERIC Clearinghouse on Adult Career and Vocational Education	800-848-4815
Handicapped Media, Inc.	800-321-8708
Higher Education and the Handicapped (HEATH)	800-54-HEATH
Huntington's Disease Society of America	800-345-4372
IBM National Support Center for Persons with Disabilities	800-IBM-2133
Insurance Hotline	800-423-8000
International Shriners Headquarters	800-237-5055
Center in Florida	800-282-9161
Job Accommodation Network (JAN)	800-526-7234
Center in West Virginia	800-526-4698
Job Opportunities for the Blind (JOB)	800-638-7518
Juvenile Diabetes Foundation International Hotline	800-223-1138
Lung Line (lung disorders, allergies)	800-222-LUNG
National Adoption Center	800-TO-ADOPT
National Association for Hearing and Speech Action Line	800-638-TALK (Voice/TDD)

National Toll Free Numbers (continued)

National Association for Sickel Cell Disease, Inc.	800-421-8453
National Asthma Center	800-222-5864
National Captioning Institute	800-528-6600
National Center for Stuttering	800-221-2483
National Center for the Prevention of Sudden Infant Death Syndrome	800-638-7437
National Child Abuse Hotline	800-422-4453
National Committee for Citizens in Education	800-NETWORK
National Crisis Center for the Deaf	800-446-9876
Center in Virginia	800-552-3723
National Cystic Fibrosis Foundation	800-344-4823
National Downs Syndrome Congress	800-232-NDSC
National Downs Syndrome Society	800-221-4602
National Eye Care Project Hotline	800-222-EYES
National Headache Foundation	800-843-2256
Center in Illinois	800-523-8858
National Hearing Aid Society	800-521-5247
National Hotline for Missing Children	800-843-5678
National Information Center for Educational Media	800-421-8711
National Information Center for Orphan Drugs and Rare Diseases	800-336-4797
National Information System for Health Related Services (NIS)	800-992-9234
National Library Services for the Blind and Physically Handicapped	800-424-8567
National Organization on Disability	800-248-ABLE
National Parkinson Foundation	800-327-4545
Center in Florida	800-433-7022

National Toll Free Numbers (continued)

National Rehabilitation Information Center	800-34-NARIC
National Retinitis Pigmentosa Foundation	800-638-2300
National SIDS Foundation	800-221-SIDS
National Spinal Cord Injury Hotline	800-526-3456
Center in Maryland	800-638-1733
National Tuberous Sclerosis Association, Inc.	800-CAL-NTSA
Occupational Hearing Services (O.H.S.)	800-222-EARS
Office of Health Promotion and Disease Prevention Health Information Center	800-336-4797
Orton Dyslexia Society	800-222-3123
Parents Anonymous Hotline	800-421-0353
Center in California	800-352-0386
Parkinson's Education Program	800-344-7872
RP Foundation Fighting Blindness	800-638-2300
Special Education Software Center	800-327-5892
Spina Bifida Hotline	800-621-3141
Tele-Consumer Hotline	800-352-1124 (Voice/TDD)
Tripod-Service for Hearing Impaired	800-352-8888
Center in California	800-346-8888
United Cerebral Palsy Association National Headquarters, NYC, NY	800-872-1827
Governmental Activities Office Washington, D.C.	800-USA-2UCP

INDEPENDENT LIVING CENTERS IN VIRGINIA

Appalachian Independence Center, Inc.
230 Charwood Drive
Abingdon, VA 24210
(703) 628-2979

Central Virginia Independence Living Center, Inc.
2900 West Broad Street
Richmond, VA 23230-1049
(804) 353-6503

Endependence Center, Inc. of Hampton Roads
Janaf Office Building
Suite 601
Norfolk, VA 23502
(804) 461-8007

Endependence Center of Northern Virginia
2111 Wilson Boulevard, Suite 400
Arlington, VA 22202
(703) 525-3268

Independence Resource Center
210 West Main Street
Suite 8-9
Charlottesville, VA 22901-5033
(804) 971-9629

Junction Center for Independent Living, Inc.
Route 2, Box 613
Pennington Gap, VA 24277
(703) 546-4215

Peninsula Center for Independent Living
11832 Canon Boulevard, Suite F
Newport News, VA 23606
(804) 873-0817

Shenandoah Valley Independent Living Center
21 South Kent Street
Winchester, VA 22601
(703) 662-4452

Woodrow Wilson Center for Independent Living
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
(703) 885-9731

ADDITIONAL RESOURCES

ABLEDATA
National Rehabilitation Information Center (NARIC)
The Catholic University of America
4407 Eighth Street, N.E.
Washington, DC 20017
(202) 635-5826
800-34-NARIC (provides information on equipment for persons with disabilities.)

American Council of Rural Special Education (ACRES)
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

American Juvenile Arthritis Foundation
c/o Arthritis Foundation
1314 Spring Street, N.W.
Atlanta, GA 30309
(404) 872-7100

Association of Retarded Citizens of the U.S.
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

Children's Defense Fund
122 C. Street, NW, Suite 400
Washington, D.C. 20001
(202) 628-8787

Children's Hospice International
1101 King St., Suite 131
Alexandria, VA 22314
(703) 684-0330

Community Integration Project
The Center on Human Policy
Syracuse University
123 College Place
Syracuse, NY 13244-4130
(315) 423-3851

Department of Health and Human Services
Administration on Developmental Disabilities
Hubert Humphrey Bulding, Room 348F
200 Independence Avenue, SW
Washington, D.C. 20201
(202) 245-2890

From: National Information Center for Handicapped Children and Youth
P.O. Box 1492 Washington, D.C. 20013

Higher Education and the Handicapped (HEATH)
One Dupont Circle, NW, Suite 670
Washington, D.C. 20036-1193
(202) 939-9320
800-54-HEATH (provides information on transition, higher education, and post-secondary programs)

Job Accommodation Network (JAN)
Box 468
Morgantown, WV 26505
1-800-526-7234
1-800-526-4698 (in WV)

Mental Health Law Project
2021 L Street NW, Suite 800
Washington, DC 20036
(202) 467-5730

National Head Injury Foundation, Inc.
P.O. Box 567
Framingham, MA 01701
(617) 879-7473

DISABLED USA
President's Committee on Employment of the Handicapped
1111 20th Street, NW, 6th Floor
Washington, D.C. 20036
(Published Monthly)

Reports progrss in opportunities for people with disabilities and developments in rehabilitation employment.

THE EXCEPTIONAL PARENT
The Exceptional Parent
605 Commonwealth Avenue
Boston, MA 02215
(Published eight times yearly)

Emphasis on education, diagnosis, attitudes, and care. Addresses all handicaps, and is directed toward parents and professionals.

NETWORK NEWS
National Network of Parent Centers
312 Stuart Street, 2nd Floor
Boston, MA 02116
(Published Quarterly)

Information on educational advocacy issues and topics of concern to leaders of parent centers.

OSERS NEWS IN PRINT
Office of Special Education and Rehabilitative Services (OSERS)
330 C Street, SW
3018 Switzer Building
Washington, DC 20202
(Published Quarterly)

Includes various resources and other information for those concerned with the needs of persons with handicaps.

SIBLING INFORMATION NETWORK NEWSLETTER
Connecticut's University Affiliated Program
School of Education
The University of Connecticut
Box U-64, Room 227
Storrs, CT 06268
(Published Quarterly)

Research and literature reviews, meetings, family relationships and information of interest for siblings.

National Library Service for the Blind and Physically Handicapped
The Library of Congress
Washington, DC 20442
(202) 287-5100

National Organization for Rare Disorders (NORD)
P.O. Box 8923
New Fairfield, CT 06812
(203) 746-6518

National Rehabilitation Information Center (NARIC)
The Catholic University of America
4407 Eighth Street, NE
Washington, DC 20017
(202) 635-5826
800-34-NARIC

Office of Rehabilitation
Office of Special Education and Rehabilitative Services (OSERS)
U.S. Department of Education
Switzer Building
330 C Street, SW
Washington, DC 20202
(202) 732-1282

President's Committee on Employment of the Handicapped
1111 20th Street, NW, 6th Floor
Washington, DC 20036
(202) 653-5044

ADDITIONAL RESOURCES (Continued)

President's Committee on Mental Retardation
330 Independence Avenue, SW
Washington, DC 20201
(201) 245-7634

Sick Kids (need) Involved People, Inc. (SKIP)
216 Newport Drive
Severna Park, MD 21146
(301) 647-0164

Special Education Programs
Office of Special Education and Rehabilitative Services (OSERS)
U. S. Department of Education
330 C Street, SW
Washington, DC 20202
(202) 732-1007

Very Special Arts (VSA)
1331 Pennsylvania Avenue, NW
Suite 1205
Washington, DC 20004
(202) 662-8899

Publications

The following are national publications that deal with a variety of disability issues:

The Arc
Association of Retarded Citizens of the U.S.
2501 Avenue J
Arlington, TX 76006
(801) 640-0204

News and information on mental retardation and the activities of the national office of the Association of Retarded Citizens and its affiliates.

Disability Rag
Advocado Press
P.O. Box 145
Louisville, KY 40210
(Published Bi-Monthly)

Articles about disabilities and up-to-date information on independent living.

STATE RESOURCE SHEET: VIRGINIA

STATE DEPARTMENT OF EDUCATION

Special Education and Pupil Personnel Services
Department of Education
P.O. Box 6-Q
Richmond, VA 23216-2060
(804) 225-2402

Early Childhood Programs for the Handicapped
Department of Education
P.O. Box 6-Q
Richmond, VA 23216
(804) 225-2873

STATE VOCATIONAL REHABILITATION AGENCY

Department of Rehabilitative Services
Board of Vocational Rehabilitation
P.O. Box 11045
Richmond, VA 23230
(804) 257-0318

OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

Disadvantaged/Handicapped Special Programs
Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2080

Virginia Department for the Deaf and Hard of Hearing
James Monroe Building-7th Floor
101 N. 14th Street
Richmond, VA 23219-3678
(804) 225-2570
1-800-552-7917 Voice or TDD

From: National Information Center for Handicapped Children and Youth
P.O. Box 1492, Washington, DC 20013

State Resource Sheet: Virginia (continued)

STATE MENTAL HEALTH AGENCY

Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-3921

Children and Youth Services
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-3921

STATE MENTAL RETARDATION PROGRAM

Mental Retardation
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-1746

STATE DEVELOPMENTAL DISABILITIES PROGRAM

Developmental Disabilities
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-5313

PROTECTION AND ADVOCACY AGENCY-DD,MH

Department for Rights of the Disabled
James Monroe Building
101 N. 14th Street, 17th Floor
Richmond, VA 23219
(804) 225-2042
1-800-552-3962

CLIENT ASSISTANCE PROGRAM

Department for Rights of the Disabled
James Monroe Building
101 N. 14th Street, 17th Floor
Richmond, VA 23219
(804) 225-2042

PROGRAMS FOR CHILDREN WITH SPECIAL HEALTHCARE NEEDS

Bureau of Crippled Children's Services
Department of Health
109 Governor Street
Richmond, VA 23219
(804) 786-3691

STATE AGENCY FOR VISUAL IMPAIRMENTS

Department for the Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227
(804) 264-3140

DISABILITY AGENCIES

Autism
VA Society for Autistic Children
4926 Longhorn Drive
Woodbridge, VA 22193
(703) 590-4573

Learning Disabilities
Learning Disabilities Council
P.O. Box 8451
Richmond, VA 23226
(804) 744-5177

Association for Children with Learning Disabilities
1614 Reams Road
Powhatan, VA 23139
(804) 598-4903

Mental Health
Mental Health Association
1806 Chantilly Street, Suite 203
Richmond, VA 23230
(804) 353-2791

Virginia AMI
P.O. Box 1903
Richmond, VA 23215
(804) 344-4820

Mental Retardation
ARC/Virginia
6 North 6th Street, Suite 102
Richmond, VA 23219
(804) 649-8481

Association of Retarded Citizens
312 W. Bute Street
Norfolk, VA 23510
(804) 623-1131

Speech and Hearing
Speech and Hearing Association of Virginia, Inc.
Old City Hall Building
1001 East Broad St., Suite LL-5
Richmond, VA 23219
(804) 343-7587

Spina Bifida
Spina Bifida Association of Tidewater, Inc.
5441 Virginia Beach Blvd.
Suite 119
Virginia Beach, VA 23462
(804) 473-8125
(804) 875-5565
(804) 499-8228

United Cerebral Palsy of Southeast Virginia
312 W. Bute Street, Suite 208
Norfolk, VA 23510
(804) 627-2326

University Affilitated Facility
Virginia Institute for DD
Virginia Commonwealth University
1015 W. Main Street
Richmond, VA 23284-0001
(804) 257-8485

OTHER ORGANIZATIONS

Easter Seal Society of VA, Inc.
4841 Williamson Road
P.O. Box 5496
Roanoke, VA 24012
(703) 362-1656

Parent Educational Advocacy Training Center
228 South Pitt Street, Rm. 300
Alexandria, VA 22314
(703) 836-2953

AGE OF ELIGIBILITY

Children in Virginia are eligible for service from 2 to 21. Some Local Education Agencies provide programs between birth and two years of age.

(The 1986 reauthorization of the Education of the Handicapped Act (EHA) through P.L. 99-457 mandates special education service be made available by 1990-91 to children ages 3-5. The timeline may be extended 1 year if congress does appropriate an adequate level of funding. In addition, discretionary funds are to be available to states to serve children birth through age 2.)

FIELD TESTING RESULTS

Chapter I, Introduction To Independent Living, was field tested in two (2) Special Education classes of eight (8) students each who are mentally retarded. The performance objectives, evaluation methods, and checklists were found to be very useful and satisfactory for students, although one teacher stated she would rather set her own standards for evaluation than use the standards in the curriculum.

The activity, "What Do You Need To Be Independent," on page 9, was listed as very useful by one teacher; however, the other teacher stated that it was quite difficult for mentally retarded students. Another activity mentioned by one teacher as too difficult and time consuming was the bulletin board picture collection of disabled people.

The concept of peer counseling was not introduced by either teacher as suggested in Chapter I. In one school the peer counselor worked with students during this period with "getting acquainted" sessions and personal counseling. In the other school peer counseling had not yet begun due to administrative delays with the school system. Each teacher stated that peer counseling sessions more directly involving the content of the curriculum would have been helpful.

I.

INTRODUCTION TO INDEPENDENT LIVING

A. Competency: Explore independent living possibilities for disabled persons.

Performance Objective:

Given a situation that calls for the student to identify the meaning of independent living, the student will state in his/her own words that independent living is controlling and directing your own life, participating in all aspects of community life, and asserting your rights and responsibilities as a citizen. The student must receive a "YES" on all 3 responses on the checklist. checklist to evaluate the responses.

-See Appendix for Evaluation, "Independent Living Checklist."

1. Enabling Objective: Define Independent Living.

Content:

Independent Living Is:

- Controlling and directing your own life.
- Making decisions and taking responsibility for your decisions.
- Having opportunities to participate in all aspects of community life.
- Exercising the greatest degree of choice about where you live and how you live.
- Asserting your rights and responsibilities as a citizen.
- Taking risks and being allowed to fail.

Independent living achievements vary among students. Some will make greater strides than others and all will not aim for the same degree of independence.

The Appendix contains background material about the Independent Living Movement. It explains how disabled people have realized their right to live with the greatest degree of independence possible and to have the same freedom of choice about all aspects of their lives.

The establishment of independent living centers, community-based agencies operated by and for disabled people, is also detailed.

The activities below are designed to answer the questions:

- What is independent living?

- How can people live more independently?

- Can disabled people really live independently?

-See Appendix for Teacher Resource, "Independent Living."

Activities:

o Make a bulletin board display of pictures of disabled people leading independent lives. Such pictures are often not easy to find; therefore, begin collecting early.

o Define and discuss independent living. Use the material from the Content Section, "Independent Living Is:".

o Create a poster of, "Independent Living Is . . .," to serve as an aid for discussion.

o Discuss the many ways that disabled people can be more independent. Stress keeping an open mind to new possibilities.

-See Appendix for Activity, "What Do You Need To Be Independent?"

2. Enabling Objective: Define Peer Counseling.

Content:

Simply stated, a peer counselor is a qualified counselor who is also disabled. Peer counseling is a unique and important component of independent living centers. The peer counselor is charged with maximizing an individual's independent living potential by serving as a role model through independent living activities and the sharing of experiences unique to persons with disabilities. In working with students, as with participants at an independent living center, the counselor works within the existing living situations for encouragement and support of the person's stated independent living goals.

Peer counselors are selected for their knowledge of basic counseling techniques, of issues related to persons with disabilities, and of the philosophy of independent living. They must possess a knowledge of the rights and benefits relevant to people with disabilities. In addition, they must have an understanding of and an ability to communicate with persons having various disabling conditions. An appreciation for the relevant medical, social and psychological effects of these conditions is essential.

Activities:

o Introduce the peer counselor to the students and ask the counselor to discuss what he/she will be doing with the students throughout the course.

o Students meet individually with peer counselor for a get-acquainted session.

Additionally, some points that could be discussed are:

- an explanation of peer counseling--what it is and what a peer counselor does.
- an explanation of the word peer, emphasizing that there are different types of peers and that peer counselors share a common background with a disabled student because they, too, are disabled.

The counselor should encourage questions from the students regarding their expectations for future sessions.

I.

NAME ____________________

DATE ____________________

SCORE ____________________

Evaluation:

INDEPENDENT

LIVING CHECKLIST

SCORE	
ACCEPTABLE	NOT ACCEPTABLE

Directions to teacher:

Did the student state in his/her own words that:

	YES	NO
1. Independent living is controlling and directing your own life	_____	_____
2. Independent living is participating in all aspects of community life	_____	_____
3. Independent living is asserting one's right and responsibilities as a citizen	_____	_____

I, A, 1
Teacher Resource

INDEPENDENT LIVING

by William Tainter

Independent living is primarily a political movement as well as a new concept in providing social services to people with disabilities. The primary goal of independent living is the elimination of physical, economic, and social barriers to independence. Through independent living programs, a wide array of services are provided to people with disabilities which allows them to live and work and meaningfully contribute to our total communities.

The historical evolution of independent living began in the early 1970's in California. A group of severely disabled people, several in wheelchairs, others who had polio and required the use of respirators, were allowed to attend college at the campus of the University of California at Berkeley. In order to enable those students with disabilities to do this, the vocational rehabilitation agency in California established a program to assist them to go to school. The program consisted of residential housing in the infirmary, on the campus, where the students were able to receive necessary personal care services. In concept, this seemed to be a fairly decent idea. What happened in reality was that after a while the students who lived there found the environment too constraining. They did not have enough control over their own life style. In addition, they did not want to live in a hospital setting on campus. They were students, not patients.

As a result of their dissatisfaction, the students found ways to move out into the community and live on their own. Other disabled people learned of their efforts and came to them for ideas and assistance to do as they did. This led to disabled students providing services to other disabled students. A program was established on the Berkeley campus called the Physically Disabled Student Program. This program helped people to locate attendants, to learn about financial benefits, (what monies they could access to live on their own), and to find accessible housing.

From these beginnings on the campus, word spread around the Bay area. Disabled people who were interested in going to a university, headed to Berkeley. Because of these requests for assistance among disabled college students and from non-students within the community, the individuals who had developed the service program at Berkeley decided that there was a need for a program of services within the community. Money was found to establish a program which was called the Center for Independent Living.

Excerpted with permission from Discover The World of Independent Living, Services for Independent Living, Euclid, Ohio.

The California independent living programs developed in a variety of ways. Some grew out of disabled student programs around campuses. Others were developed through the political advocacy group, The California Association of Physically Handicapped. There were also several programs that were started with local support and funding. The development of the independent living programs in California resulted in the formation of a coalition which evolved into a political group. The state coalition advocated for passage of legislation to fund independent living programs in California.

Independent living programs are private non-profit corporations. The majority of the board of directors are people with disabilities. The programs provide certain core services including peer counseling, attendant referral, housing assistance, and advocacy. They are not residential housing facilities. The programs share the philosophical view that disabled consumers should be involved in all aspects of the independent living programs. This means that disabled people, who are primarily users of the services, are now providers of the services. They serve on boards of directors and comprise the majority of the staff. In effect, disabled people are controlling and directing their lives and have input into policies and issues which affect their lives.

Another shared philosophy of independent living programs states that independent living is a political movement. They are forces for change in the community and advocate for full integration into community life by people with disabilities. (The independent living movement parallels closely the civil rights movements which won rights for other minority groups such as blacks and women.)

A third philosophy which is built into independent living is that it is a reaction to traditional rehabilitation. Medical rehabilitation and vocational rehabilitation leave little room for input or impact by the disabled person. Medical rehabilitation focuses their efforts primarily on physical restoration and learning of self help skills. It seems to be short sighted in that there is no real understanding of what happens after the disabled person leaves the rehabilitation facility. It doesn't concern itself with what will happen when the person has to live on his or her own.

Vocational rehabilitation, on the other end of the traditional continuum views independent living as an alternative to becoming employed for the disabled person. There are a lot of essential needs that have to be met before people can ever think of employment. Independent living, therefore, becomes a link in the continuum from rehabilitation to employment.

Another important independent living concept which must be considered is that as options for disabled people to live on their own are increased, some will fail. Disabled people have the right to fail. There will be horror stories when people get into independent living situations because there is risk involved in living on your own; however, with risks come certain benefits. Without taking risks a person gains nothing. Failure is a reality which all people must face at some time in their lives. As an individual assumes responsibility for his or her own life, there always is the possibility of making the wrong choices. Everyone should have that right.

In terms of independent living services, one of the underlying philosophies is that the barriers which limit people's ability to live and function on their own are basically environmental. Physical and attitudinal barriers exist everywhere. Independent living programs try to deal with environmental barriers through political advocacy, social service programs, making transportation services available and working with potential employers. Bringing about environmental change requires that independent living become a political process. That may be a new concept for many people, however, the political process is the avenue that will bring about change.

In California, disabled advocates through their persistence brought about legislation which established independent living programs throughout the state. Following their lead, a national advocacy movement came to the forefront. As a result, the Rehabilitation Act of 1973 was passed. Disabled people, by federal mandate, had finally gained their civil rights. The amendments in 1978 to the Rehabilitation Act legislated additional gains which included authorization and funding for independent living centers throughout the country. The centers all reflect the California model and include at least three of the following core services:

- Peer Counseling: Provides opportunities for disabled people to interact with their disabled peers and to share information and common concerns. Disabled individuals who have achieved a successful independent lifestyle act as role models and guides for disabled persons who have not experienced independence.

- Housing Referral and Assistance: Helps disabled people to locate accessible, affordable housing units. These programs also advocate for additional accessible housing units and for funds to assist with minor home modification and ramp building.

- Attendant Care Referral: Assists disabled people to locate suitable personal care attendants and provides training to the disabled person to manage the attendant. Some programs also provide training for attendants.

- Benefits Counseling: Provides guidance and counseling which assist disabled people to learn about community resources that can help them increase their options to live on their own. The counseling might address information about SSI, SSDI, Vocational Rehabilitation, etc.

Other programs in addition to core services which may be offered by independent living programs are: disability awareness, community outreach, producing a newsletter, job development and placement services, transportation, and accessibility consultation.

William Tainter, Executive Director of Community Services Center for the Disabled in San Diego, has been in the forefront of the independent living movement since his college days at the University of California at Berkeley.

Activity: WHAT DO YOU NEED TO BE INDEPENDENT?

Directions:

Match the Case Studies (Column A) with the Solutions (Column B). Some Case Studies can have more than one solution. The solutions can be used on more than one Case Study.

A

Case Studies

________ 1. Marsha lives with her parents and sister. Everyone in the family has a job except her. Marsha isn't sure whether she could get a job or not. She really isn't trained for anything.

________ 2. Brian is in a wheelchair. His family lives in a house with three steps at the entrance. He can get in and out only if there is someone to help him.

________ 3. Jason and Paul are best friends and want to share an apartment after they are out of high school. A cousin told Paul that people in Special Education can't live on their own because they don't know how to run a home.

________ 4. Chris is in a wheelchair. She dreams of living out on her own someday and not being so dependent on her family. There are so many things she needs help with now--transferring to and from the wheelchair, getting dressed, etc. She isn't sure she could ever be that independent.

B

Solutions

a. Job skills training

b. Better transportation

c. Know your legal rights

d. Hire a Personal Care Attendant (someone to help you with daily activities)

e. Decide on some definite goals for the future.

f. Find accessible housing

g. Have help getting a job

h. Establish a budget

i. Learn to take care of a home

j. Learn how to make a house more accessible (easier to get around in)

k. Financial assistance from the government for disabled people

l. Learn how to cook

________ 5. Tom has been offered a job at a restaurant. If he had the job he could move into an apartment with his brother, but there is no one to give him a ride to work.

________ 6. Ruth is all mixed up because she doesn't know if she should go to the Community College or get a job after high school. She doesn't know if a disabled person can do certain jobs or attend college.

________ 7. Alice applied for a job at a bank. After the interview she had the idea that the reason she didn't get the job is that she's disabled.

________ 8. Connie's mother has always adjusted her clothes for her so they are more comfortable for someone in a wheelchair. Could she really be independent if she didn't know how to alter (fix) clothes?

________ 9. Bill never has any money left by the end of the week from his part-time job. Can he learn how to stretch his earnings and plan better for the future?

m. Learn to do simple clothing alterations and where to buy clothes for special needs.

II
GOAL SETTING
Introduction

The purpose of this chapter is to provide information which will allow participants to set and achieve realistic short and long-term goals, including goals related to employment.

This chapter is one of the most significant chapters of the Curriculum, since it provides the backdrop for all succeeding chapters. Although modification of goals may occur throughout the year, goals set in this chapter will provide direction for the student towards independent living and employment throughout the year. Too often, disabled children and adolescents are not allowed to set and achieve goals pertinent to their own lives. Sometimes, parents protect them from this process due to uncertainty about what lies in store for the future of their child. In some cases, parents and professionals establish the goals, with the belief that they know what it best for their child. In still other cases, disabled children are allowed to set their own goals, but are given no real information about whether these goals are achievable and no sense of what actions must be taken to achieve these goals.

A major purpose of the Transition to Independence Curriculum is to allow disabled persons to become the masters of their own lives. This entails going through the sometimes painful process of establishing goals, taking the first steps to achieve those goals, setting new goals and modifying old ones and basing future asperations on success or failure. Only by setting and making progress towards achievable and realistic goals can independent living and employment become a reality.

FIELD TESTING RESULTS

Chapter II, Goal Setting, was field tested in a Special Education class of eight (8) students who are mentally retarded.

The activity, Problem Solving Evaluation, was found to be particularly useful. Use of the peer counselor to complete the activities in this unit relating to long term goals is recommended. Due to administrative delays with the school system at this pilot site, the peer counselor was not yet in place when this unit was taught. With the aid of the peer counselor, students should have been able to accomplish some of the things mentioned by the teacher as being difficult: discussing the future, writing goals, and completing the activities entitled, "Goals, Wishes You Plan For," on pp. 13 - 38.

DRAFT

II.

GOAL SETTING

A. Competency: Identify, differentiate and evaluate problems of daily living as part of the problem solving process.

Performance Objective:

Given a six-category evaluation, indicate at least one problem in each category and differentiate between problems that can be solved and those that cannot. Each category must be answered.

-See Appendix for, "Problem Solving Evaluation."

1. Enabling Objective: Identify problems encountered in daily life.

Content:

Everyone has problems. Many times they are the same as those of the people around us. Clarifying problems is the first step toward resolution.

Activities:

o Discuss problems students face in everyday life focusing on these areas:

1.) Family
2.) Money
3.) Friendships
4.) School
5.) Transportation
6.) The future

Write problems on the chalkboard and note similarities between the students' responses.

2. Enabling Objective: Differentiate between problems which a person can change and those which he/she cannot change.

Activities:

- o Students create a list of their own problems and decide which ones can be changed.

3. Enabling Objective: Develop a method to solve problems.

Content:

Problem solving includes stating the problem, telling when and where it occurs and with whom, and stating why it is a problem. A problem should be stated in such a way that promotes change; in other words, offering the utmost possibility for a solution.

Activities:

- o Complete the "PROBLEM SOLVING WORKSHEET". Students may work in small groups to brainstorm and analyze solutions.

  -See Appendix.

B. Competency: Identify short term and long term personal goals.

Performance Objective:

Given a written evaluation, identify true statements about short and long term goals. A score of 80% must be earned.

-See Appendix for "LONG and SHORT TERM GOALS"

1. Enabling Objective: Define a "goal," differentiate between short term and long term goals, and create a short term goal.

Content:

Formulating a goal is the result of realistic problem solving and a plan for realizing personal needs and desires. A goal statement must be specific and contain an element of time in it so that it may be accurately evaluated at the end of the time period.

Activities:

- o Use the resource material "Goals, Wishes You Plan For" in the Appendix on the opaque projector or duplicate pages for each student. Discuss what a goal is, explain the difference between short term and long term goals, and explain the need to set goals.

  -See Appendix, first four pages of "Goals, Wishes You Plan For"

- o Use and discuss "How Do You Plan for a Goal?" to illustrate the six questions to ask oneself when planning for a goal.

  -See Appendix, p. 5 of "Goals, Wishes You Plan For."

- o Use and discuss question 1, "Exactly What is My Goal?" to illustrate writing specific goal statements.

  -See Appendix, pp. 6, 7, 8, (Question 1) of "Goals, Wishes You Plan For."

- o Students practice writing short-term goal statements.

2. Enabling Objective: Evaluate personal goal statement in terms of personal expectations and the expectations of others.

Content:

A goal must be one's own and not the result of another's plan. Students should seek advice and information and then come to their own conclusion about setting a goal.

Activities:

o Use and discuss "Question 2". Discuss instances when others (parents, friends, teachers, etc.) have tried to establish goals for class members.

-See Appendix, p. 9. (Question 2) of "Goals, Wishes You Plan For."

C. Competency: Establish long-term goals.

Performance Objective:

Placed in a student-peer counselor conference, evaluate a personal Goal Plan. The Goal Plan must: be expressed in specific terms, be realistic, include the steps necessary to reach the goal, include the date for completion of each step, include the date for completing the goal, and at least one of the steps should be accomplished at the time of the conference.

-See appendix for "Goal Plan Evaluation."

1. Enabling Objective: Determine whether a goal is realistic.

Content:

After studying the goal setting process and writing short-term goals, the student should be ready to begin the process of establishing long-term goals. The remainder of the unit should be done with the Peer Counselor since setting realistic goals is very individualized and important as the student prepares himself/herself for independent living. The relationship between the student and the Peer Counselor is very important in establishing goals. After deciding on a goal the student should consider two things in assessing the difficulty in attaining a goal: 1.) The way the world works, and 2.) The person he/she is. However, these considerations should be approached in a manner so as not to be a discouragement.

Activities:

- o Read and discuss "Question 3" on realistic goals. Apply these principles to the short-term goal statements already written.

  -See Appendix, pp. 10, 11, 12, 13. (Question 3) of "Goals, Wishes You Plan For."

2. Enabling Objective: Create the Goal Plan that includes what is known, about the goal, what is not known about it, and how to get the information.

Activities:

- o Use and discuss "Question 4" and the "Getting Started" sample sheet. Write goal, what is known about it, what is not known about it, and tell how to get more information.

  -See Appendix, pp. 14, 15, 16 (Question 4) of "Goals, Wishes You Plan For."

- o Use and discuss "Question 5" which compares a goal plan to making an itinerary for a trip. Create a Goal Plan which includes:

  -goal statement
  -several steps necessary to achieve goal
  -dates for accomplishing each step
  -date set for reaching goal
  -a statement at the end to tell if the goal was reached.

  -See Appendix, pp. 17, 18, 19, 20, 21 (Question 5) of "Goals, Wishes You Plan For."

3. Enabling Objective: Follow through with the Goal Plan and evaluate it in progress and at the end of the time period.

Content:

The Goal Plan, steps, and dates for reaching each step will need to be re-evaluated. Changes may be necessary for many reasons - some steps may have been more difficult or took longer. Individual steps, if too large, may be made into new goals. Failure to meet stated deadlines does not mean failure of the goal - only that it needed to be changed.

Activities:

- Students begin working on the first two or three steps of their Goal Plans. Plan to have a conference with each student at this point to discuss their progress.

- Use and discuss "Question 6" to emphasize re-thinking and evaluating the goal in progress. Discuss the sample goal plan and solutions, then discuss student's own Goal Plan.

  -See Appendix, pp. 22, 23, 24, 25, 26 of "Goals, Wishes You Plan For."

- Schedule another conference near the finish date of the Goal Plan for a final evaluation.

II. A

NAME ______________________________

PROBLEM SOLVING EVALUATION

DIRECTIONS: Mark the statements that are a problem. Then, decide if the problem can or cannot be solved and mark the correct column. You should find at least one problem per category. If you have problems that are not listed here, you may write them in at the end of each category.

SCORE (To be completed by Teacher)	
ACCEPTABLE	UNACCEPTABLE

1. FAMILY	THIS IS A PROBLEM	IT CAN BE SOLVED	IT CAN-NOT BE SOLVED
I have arguments with family members.			
I want more freedom.			
I don't get to prepare meals on my own.			
I don't have enough new clothes.			
My family never goes anywhere together.			
I need to know how to live on my own.			

2. FRIENDSHIPS	THIS IS A PROBLEM	IT CAN BE SOLVED	IT CANNOT BE SOLVED
I would like to meet new people.			
I don't have a best friend.			
I don't have a boy/girl friend.			
My best friend lives too far away.			
My friends and I can't agree on what to do.			

3. SCHOOL	THIS IS A PROBLEM	IT CAN BE SOLVED	IT CANNOT BE SOLVED
I'd like to be in some school clubs.			
The school is too far from my house.			
I don't like school.			
It is difficult to get around in my school.			
My grades could be better.			
I don't like the subjects I'm taking.			
I wish I could learn about art.			
I wish I could sing in a chorus.			

4. MONEY	THIS IS A PROBLEM	IT CAN BE SOLVED	IT CAN-NOT BE SOLVED
I don't have enough money.			
Everything I want is too expensive.			
I'd like a part-time job.			
In the future I would like to pay for my own expenses.			

5. TRANSPORTATION	THIS IS A PROBLEM	IT CAN BE SOLVED	IT CAN-NOT BE SOLVED
I can't get around on my own.			
I'd like to ride the city bus.			
There are not city buses where I live.			
I don't have a driver's license.			
I can not board a city bus.			

6. FUTURE	THIS IS A PROBLEM	IT CAN BE SOLVED	IT CAN-NOT BE SOLVED
I don't know what I want to do in my life.			
I hope I can go to college.			
I'd like to live in my own apartment.			
I need too much help from others to live on my own.			
I'm not sure if I'm trained well enough to get a job.			
I hope I can get a good job.			

Problem Solving Worksheet

Problem

When

Where

With Whom

Can the problem be changed?

Yes

How?

No

Why not?

Possible Solutions

____

____

____

____

Problem

When

Where

With Whom

Can the problem be changed?

Yes

How?

No

Why not?

Possible Solutions

____

____

____

____

II. B

Evaluation: LONG AND SHORT-TERM GOALS

Directions: Mark each statement in the appropriate column.

STATEMENT	LONG TERM GOAL	SHORT TERM GOAL	NOT A PERSONAL GOAL
1. I plan to go to college after high school.			
2. I would like to do better in school.			
3. I am going to the mall tonight.			
4. I am planning to go bowling on Saturday.			
5. Eventually I'd like an exciting job.			
6. My plan is to have a job as a Keypunch Operator right after high school.			
7. Hopefully, our school basketball team will win the next game.			
8. I want to take Driver Education next year.			
9. I want to have a drivers license by the time I graduate.			
10. My mother has arranged a very good job for me after I graduate.			

ACTIVITY: "Goals, Wishes You Plan For"

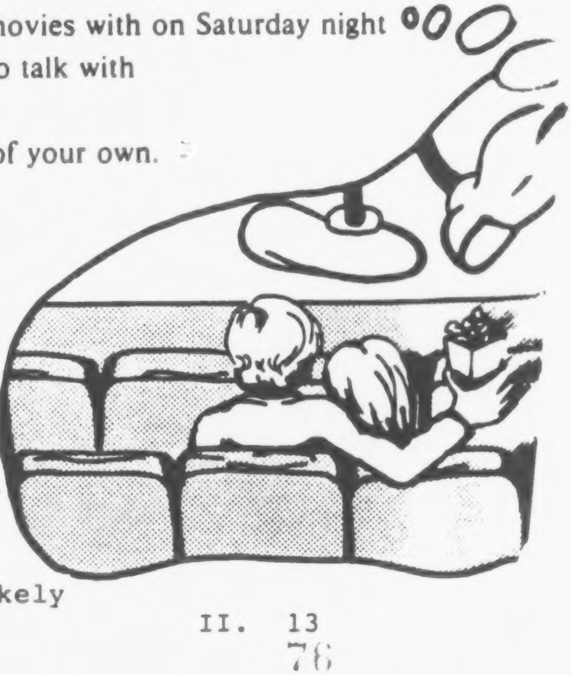
Part 1

What's a goal?

A goal is a wish you plan for.

When you make a wish,
you ask to have your life changed in some way.

- Maybe you wish you had some new clothes
  - Or somebody to go to the movies with on Saturday night
    - Or a really good friend to talk with
      - Or an exciting job
        - Or an apartment of your own.



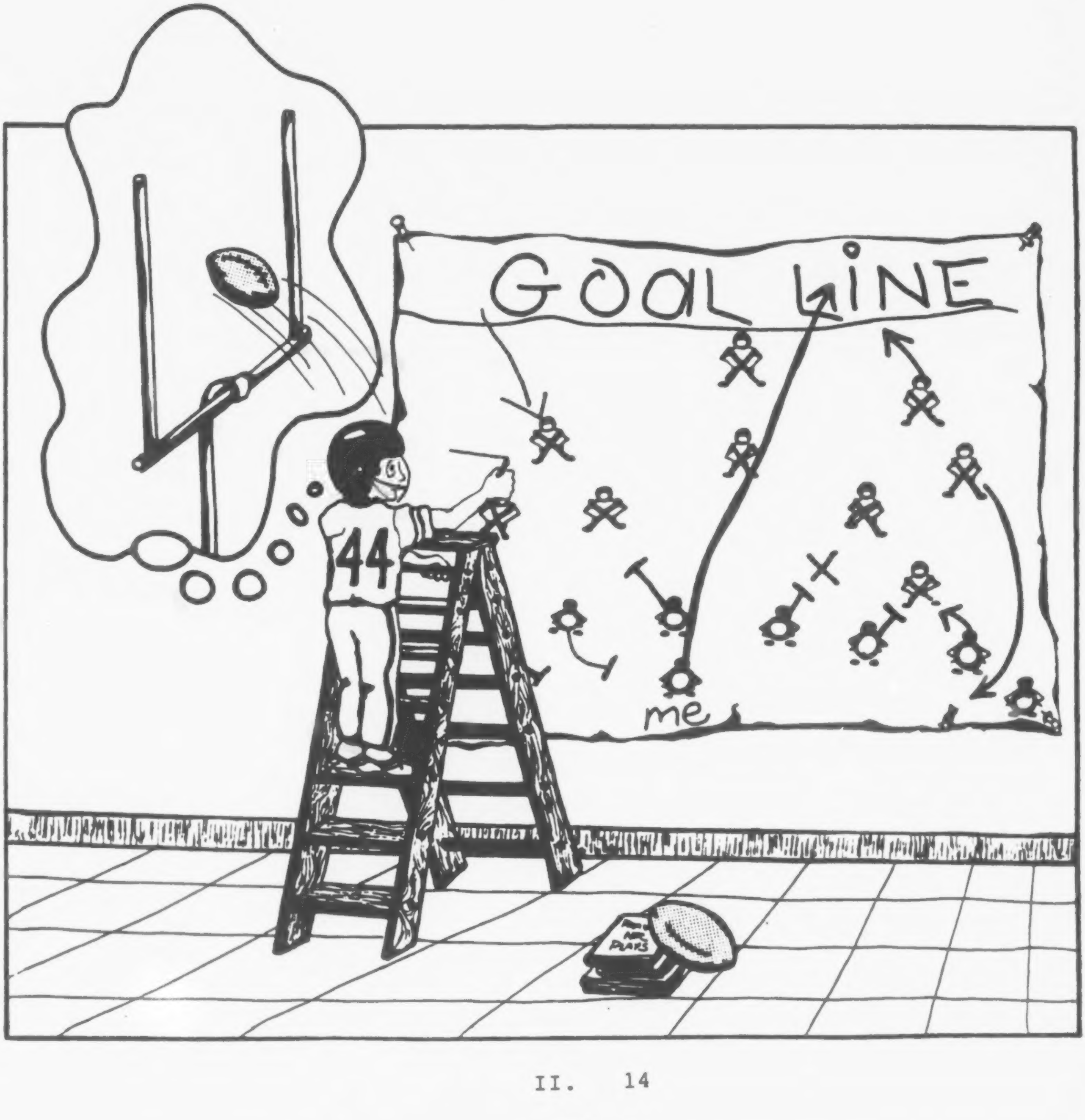
Goals, Wishes You Plan For," by Caroline Summer.

Used with permission from the Berkely Center For Independent Living in Berkeley, California.

ACTIVITY: "Goals, Wishes You Plan For"
Part 2

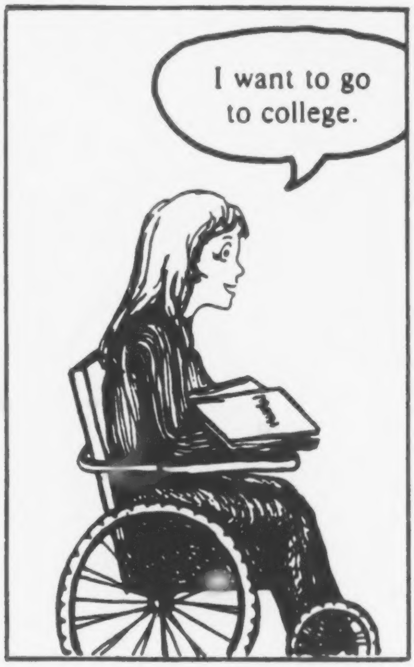
These are all **wishes.**

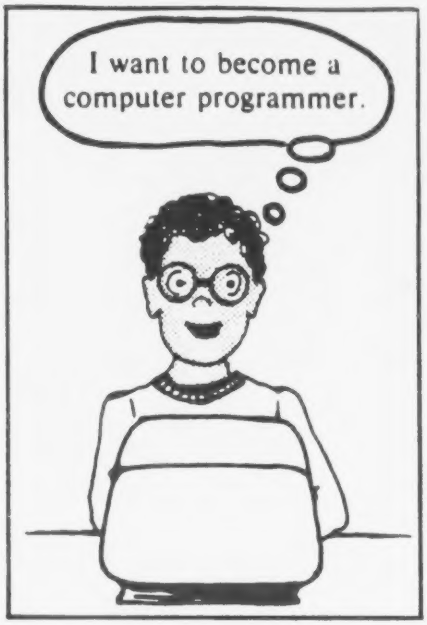
When you start planning and working
to make them come true, these wishes become
goals.

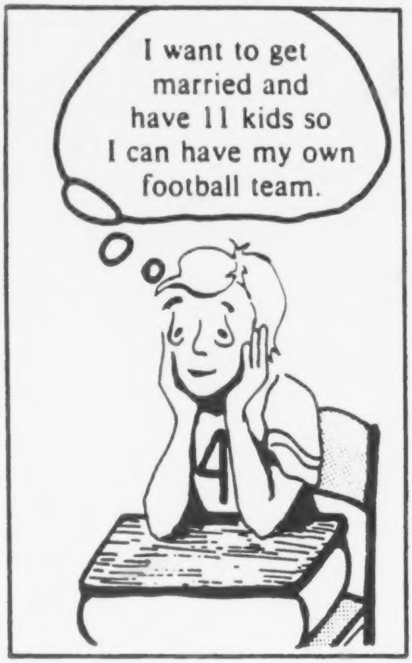


Long-Term Goals

Some goals take a long time to reach. These goals are called **long-term goals**, or **big goals.**

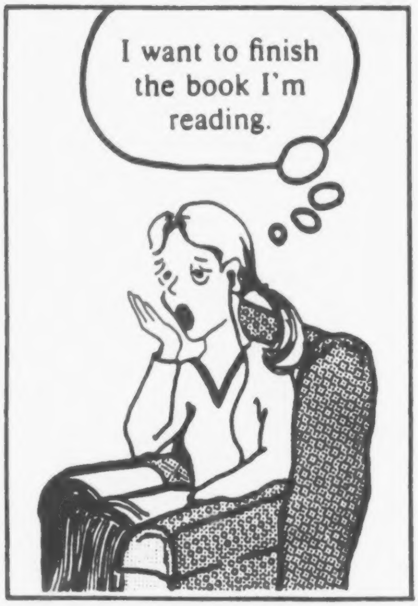

I want to go to college.

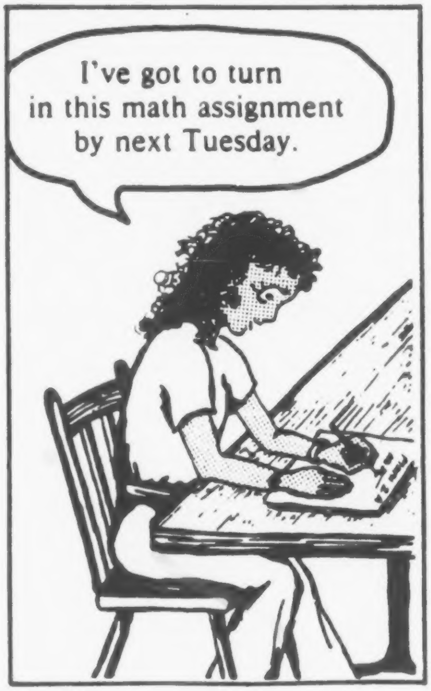

I want to become a computer programmer.

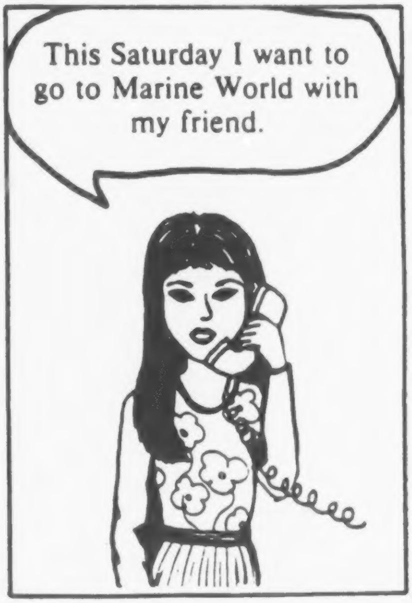

I want to get married and have 11 kids so I can have my own football team.
4

Short-Term Goals

Some goals don't take a long time to reach. These goals are called **short-term goals**, or **little goals.**


I want to finish the book I'm reading.


I've got to turn in this math assignment by next Tuesday.


This Saturday I want to go to Marine World with my friend.

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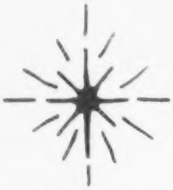
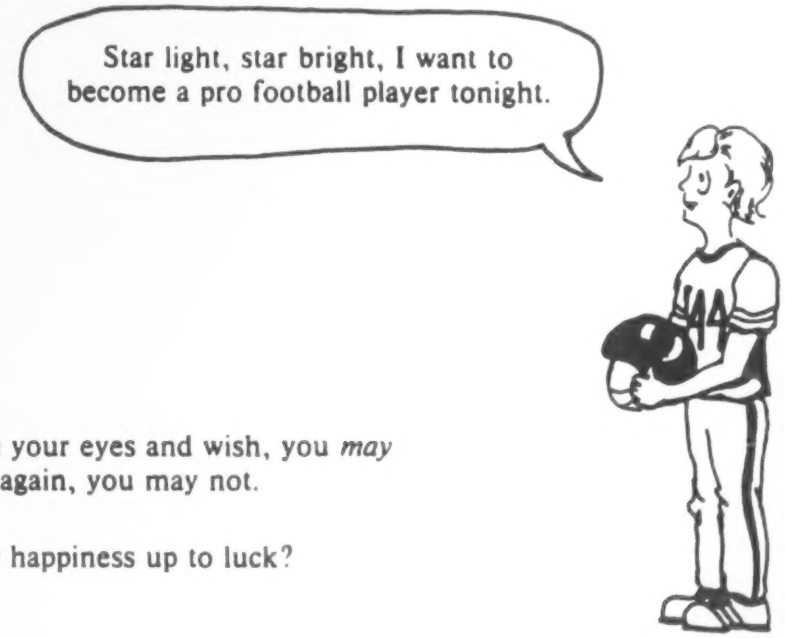
ACTIVITY: "Goals, Wishes You Plan For"
Part 4



Whether a goal is long-term or short-term, you have to *plan* for it.


Star light, star bright, I want to become a pro football player tonight.
44

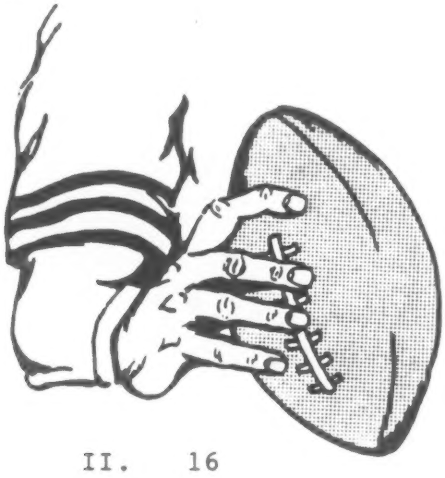
If you just close your eyes and wish, you *may* get lucky—but then again, you may not.

Why leave your happiness up to luck?

If you make goals and plan for them, you'll be taking control of your own life.

You'll be taking into your own hands the power to make things happen—for you!

By giving yourself this kind of power, you'll be greatly increasing your chance of having a happy and satisfying life.

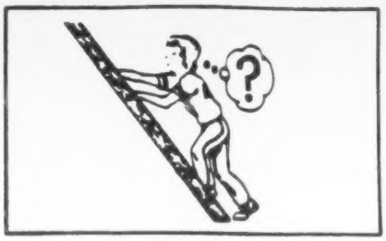


ACTIVITY: "Goals, Wishes You Plan For" Part 5

How Do You Plan For A Goal?

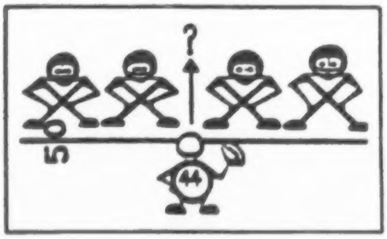
You have to ask yourself some questions, and give very honest, clear answers to them.

Question 1: Exactly what is my goal?

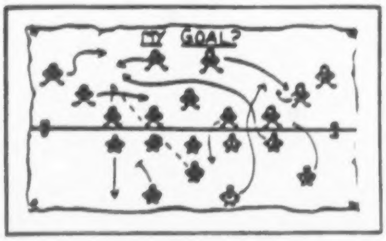


Question 2: Is this a goal I have set for myself, or one that somebody else has set for me?

Question 3: Is this goal one that I have a fighting chance of reaching?

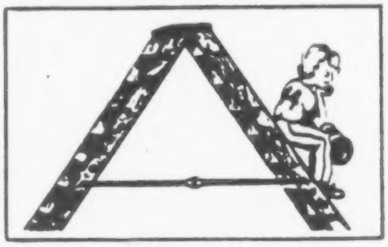


Question 4: What do I know about my goal and the things I'll have to do to reach it?



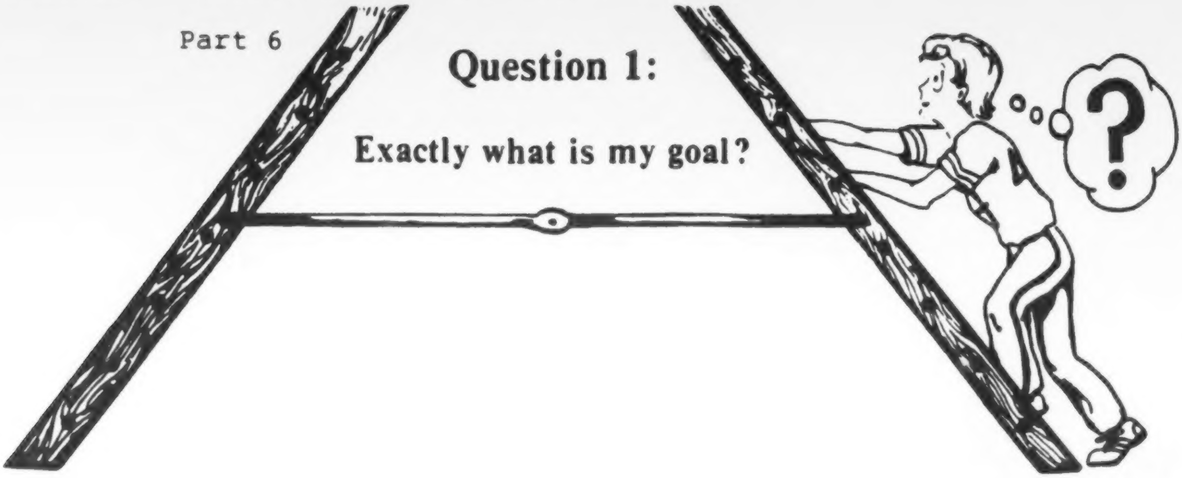
Question 5: What specific steps will I have to take to reach my goal, and how long will it take to finish each step?

Question 6: Now that I've done some work on my goal, do I still want it? Why or why not?



ACTIVITY: "Goals, Wishes You Plan For"

Part 6

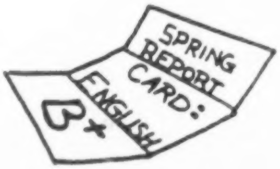


Question 1:

Exactly what is my goal?

Put your answer to this question in the form of a **specific statement**, called a **goal statement.**

Don't say: "I want to get better in English."
Say: "I want to get a **B** in English by the end of the spring term."



Notice the difference? The first goal statement is vague and general. The second is clear and specific.

If you have trouble being specific in making your goal statement, ask yourself, "How will I know when I have reached this goal?" Then build your answer into a goal statement.

Vague goal statement: "I want to get along better with my brother."

Question:

"How will I know when I've reached this goal of getting along better with my brother?"

Answer:

"I'll know I've reached this goal when a whole month has gone by and I haven't had a single fight with my brother."

Specific goal statement:

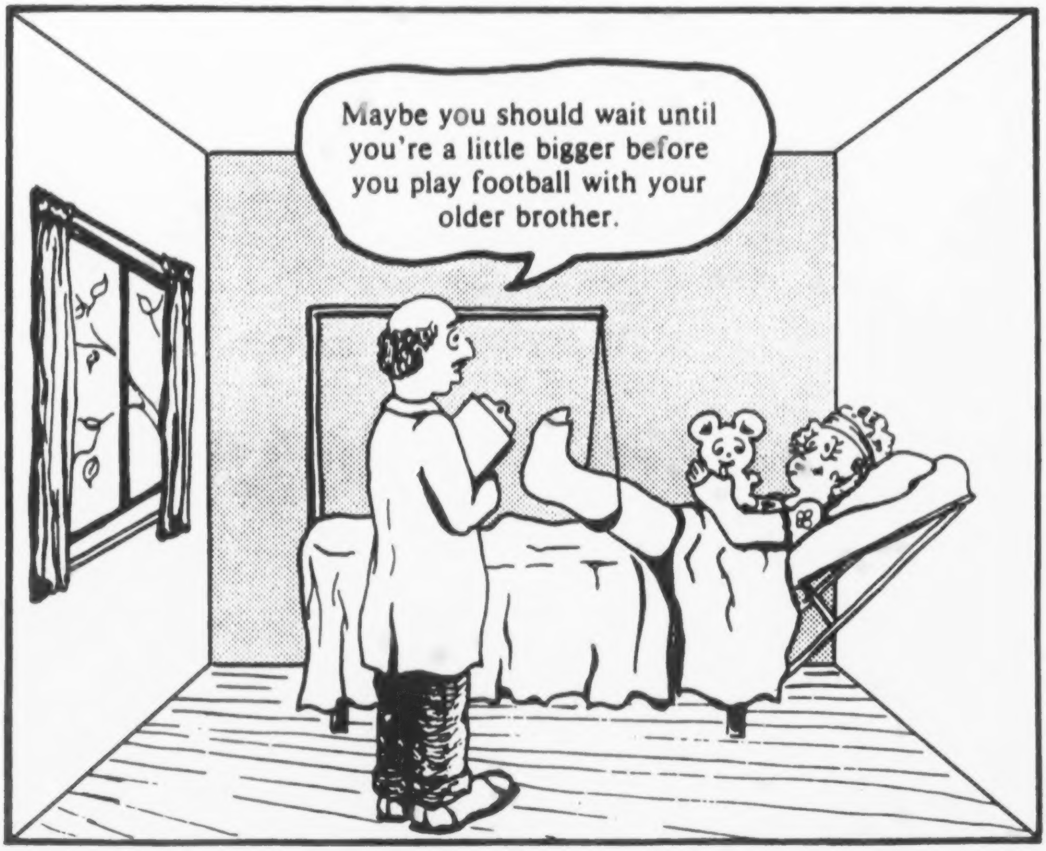
"I don't want to have one single fight with my brother during the month of August."

A **goal statement** needs to be specific so that you'll be able to tell for sure when you've reached your goal.

Knowing you've reached your goal makes you feel like a winner.

Knowing you haven't reached your goal doesn't make you feel terrific but it helps you get a better understanding of yourself.

- Maybe this wasn't a good goal for you after all.
- Maybe you needed more time.
- Maybe you should have worked harder.
- Maybe you should work toward this goal in a different way.


Maybe you should wait until you're a little bigger before you play football with your older brother.

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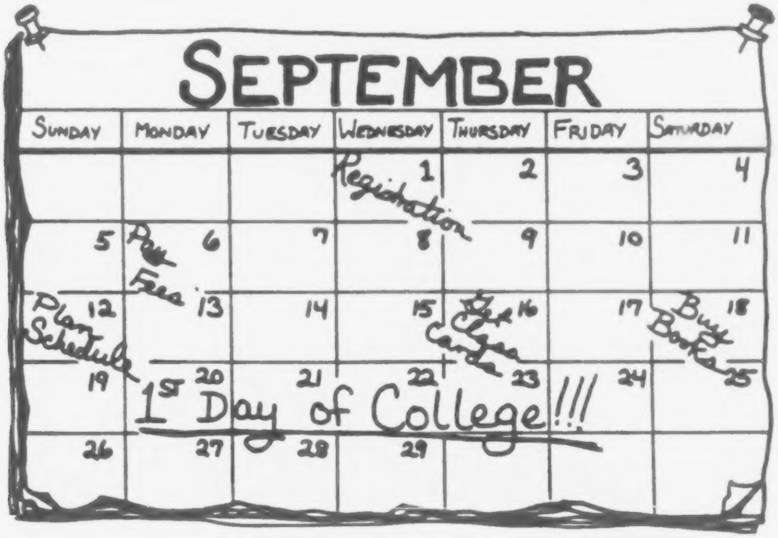
ACTIVITY: "Goals, Wishes You Plan For"
Part 8

Your **goal statement** should include a *time*.
When will you reach this goal?

Don't say: "I want to go to college."
Say: "I want to be enrolled in college by next September."

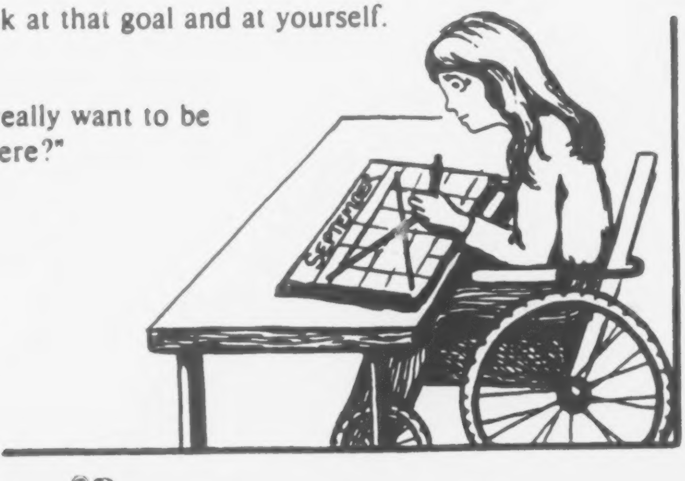

SEPTEMBER
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
1
2
3
4
Registration
5
6
7
8
9
10
11
Pay Fees
12
13
14
15
16
17
18
Plan Schedule
Get Class Cards
Buy Books
19
20
21
22
23
24
25
1st Day of College!!!
26
27
28
29

By putting a *time* in your goal statement, you give yourself a way of checking on your own progress.

If September comes and you're not enrolled in college, you'll have to face the fact that you haven't reached your goal.

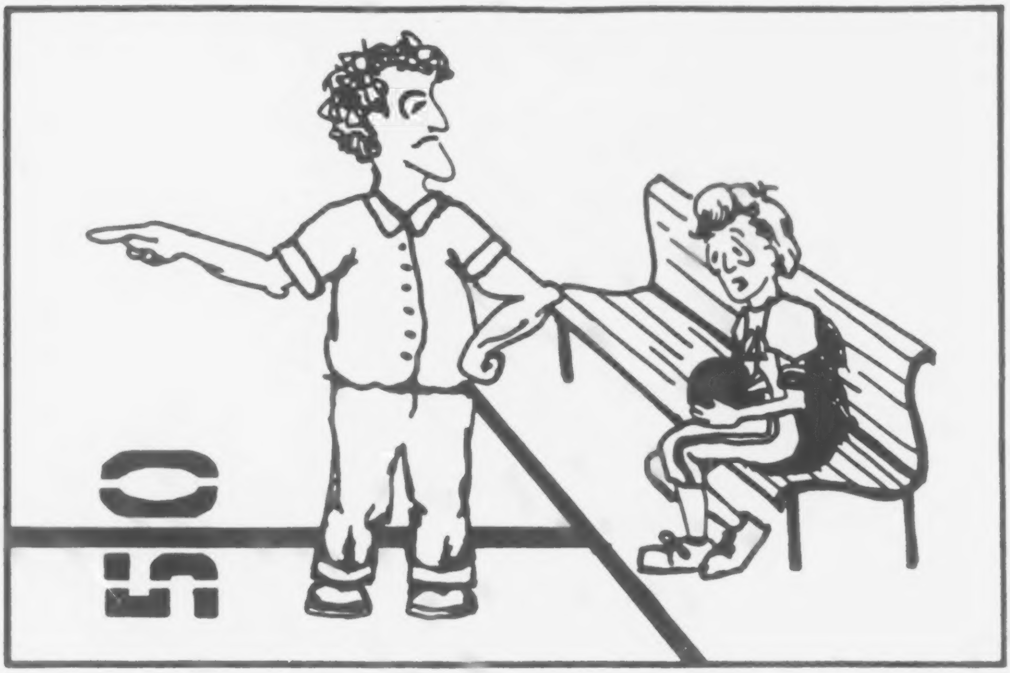
Then you'll have to take a hard look at that goal and at yourself.

You'll have to ask yourself, "Do I really want to be in college? If so, how come I'm not there?"



Question 2:

Is this a goal I have set for myself, or one that somebody else has set for me?



Your goals should be your own—not somebody else's.

You are the world's biggest expert on you. Better than anybody else, you know what you want and need.

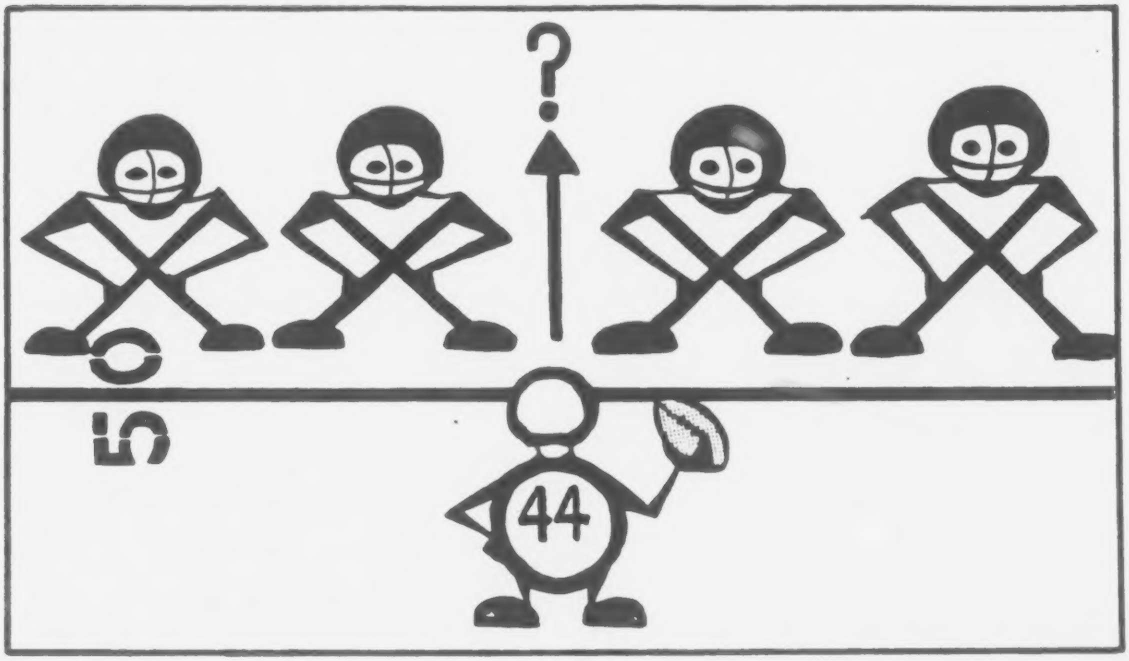
Gather information. Listen to advice from other people. But don't try to reach goals somebody else has set for you.

A man named Christopher Morley once said, "There is only one success—to be able to spend your life in your own way."

Your way—not somebody else's.

Question 3:

Is this goal one I have a fighting chance of reaching?



In answering this question, you have to take a good long look at:

A. The way the world works

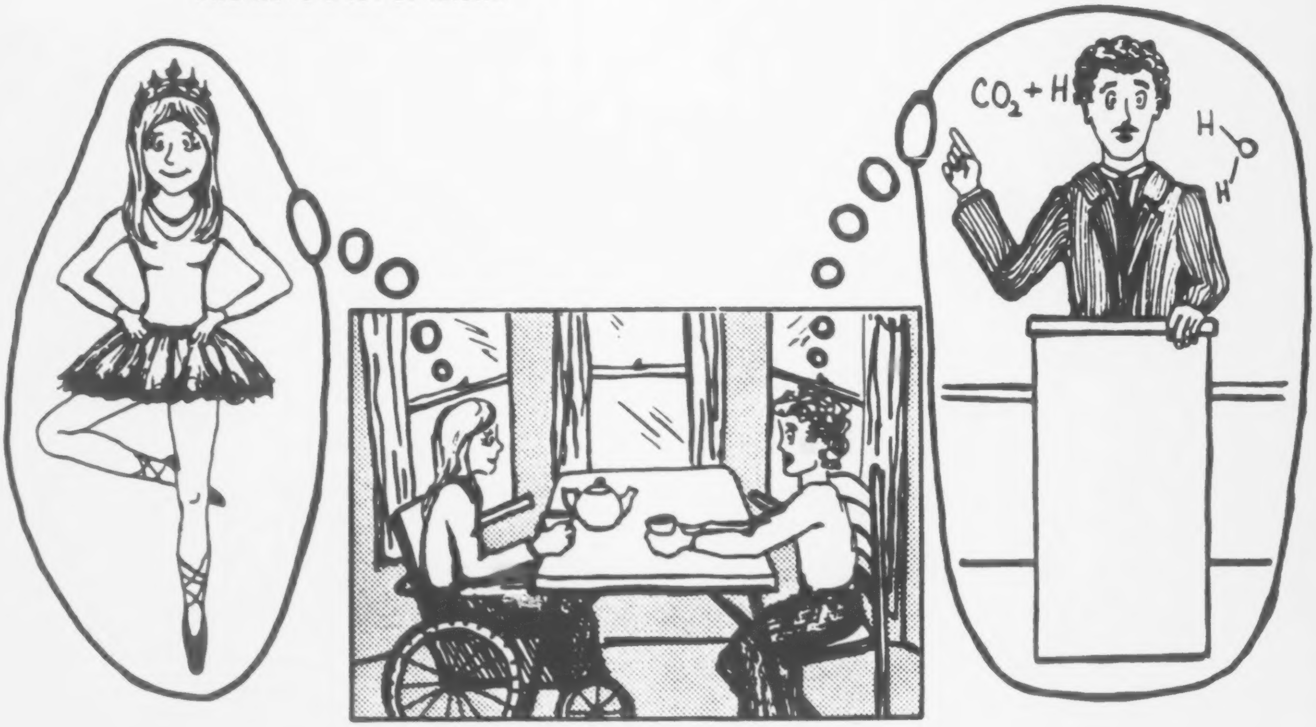
and

B. The person you are.

First, you have to look at **the way the world works.**

In this world we live in, certain things are likely to happen, and certain things are not.

- In this world it is *not* likely that you will be hired as a college professor if you have never finished high school—no matter how smart you are, or how much you know.
- In this world it is *not* likely that a landlord will rent you an apartment when you're sixteen years old—even though you have a job and can pay the rent.
- In this world it is *not* likely that you will be able to earn your living as a professional dancer if you're in a wheelchair—even though you love dancing and have a lot of talent.



Ask yourself,

> "Is there anything in **the way the world works** that will make it especially hard for me to reach this goal?"

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ACTIVITY: "Goals, Wishes You Plan For"

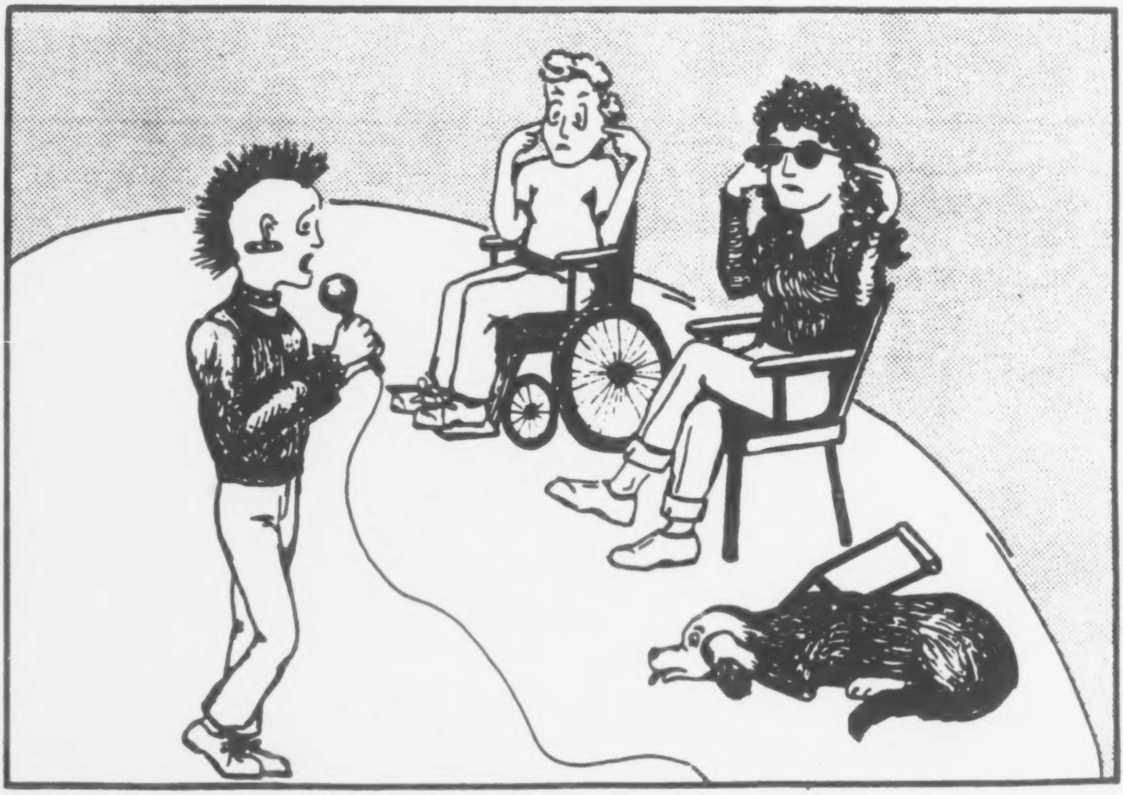
Part 12

Second, you have to look at **the person you are.**

Everybody is good at some things, and not so good at others.

Which things are you good at, and which are you not so good at? What can you do, and what can't you do?

- If you're not good at sports, you probably won't be able to become an NBA center.
- If you're rotten at math, chances are you'll never be a successful accountant.
- If you're too shy to talk to anybody, it's not likely that lots of people will want to go out with you.
- If you have an awful singing voice, you probably won't become a rock star.



Ask yourself,

"Is there anything about the person I am that will make it especially hard for me to reach this goal?"

Remember— *Hard* doesn't mean *impossible.* *Hard* means you may have to work a little more, and plan a little better.

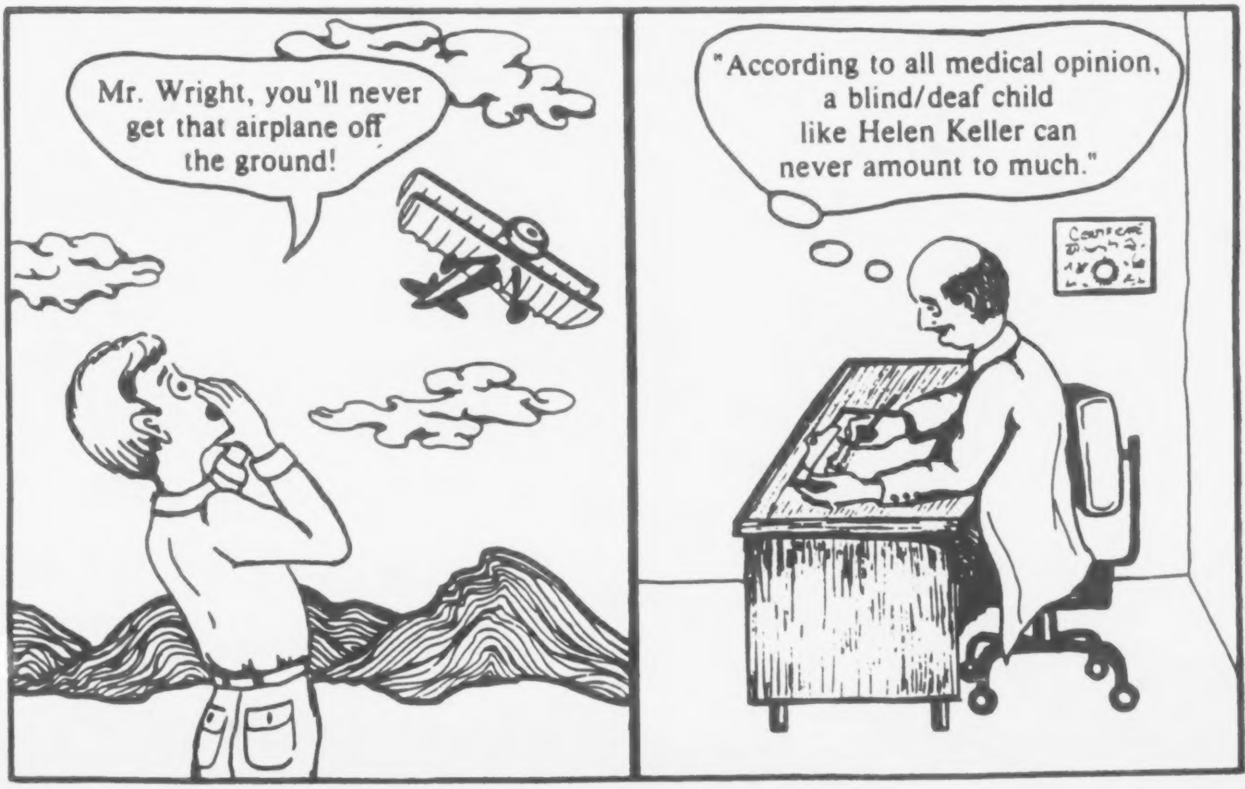
Don't say "I can't" too quickly!

Be careful when you ask yourself, "Can I do this?"

People are always being told, "You can't do that!"—and then ending up doing it anyway.

Don't underestimate yourself, or your own power to learn, change and grow.

And don't let anybody else underestimate you, either!


Mr. Wright, you'll never get that airplane off the ground!
"According to all medical opinion, a blind/deaf child like Helen Keller can never amount to much."

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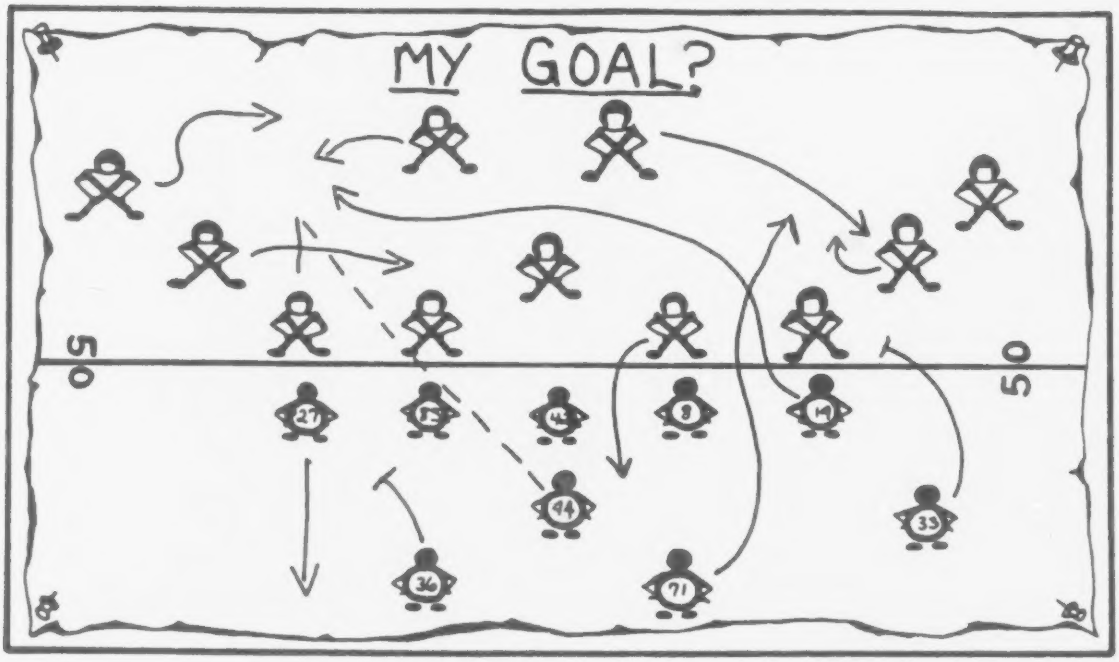
Question 4:

What do I know about my goal and the things I'll have to do to reach it?



1. To answer this question, first write your goal statement at the top of a piece of paper.
2. Underneath the goal statement, write three headings, leaving space under each heading so you can write. The three headings are:

   A. **Things I know about my goal**
   B. **Things I don't know about my goal**
   C. **Ways I can find out what I need to know about my goal.**

On the next couple of pages, you'll have a chance to practice answering **Question 4** for a goal that you've picked out.

We've given you some sheets to practice on. They're called *Getting Started Sheets.*

Sample "Getting Started"

Here's how one person, a young man named Don, answered the question,

"What do I know about my goal and the things I'll have to do to reach it?"

Goal Statement: By March 1 (3 months from now) I will
be able to give a speech in front of at
least ten people.

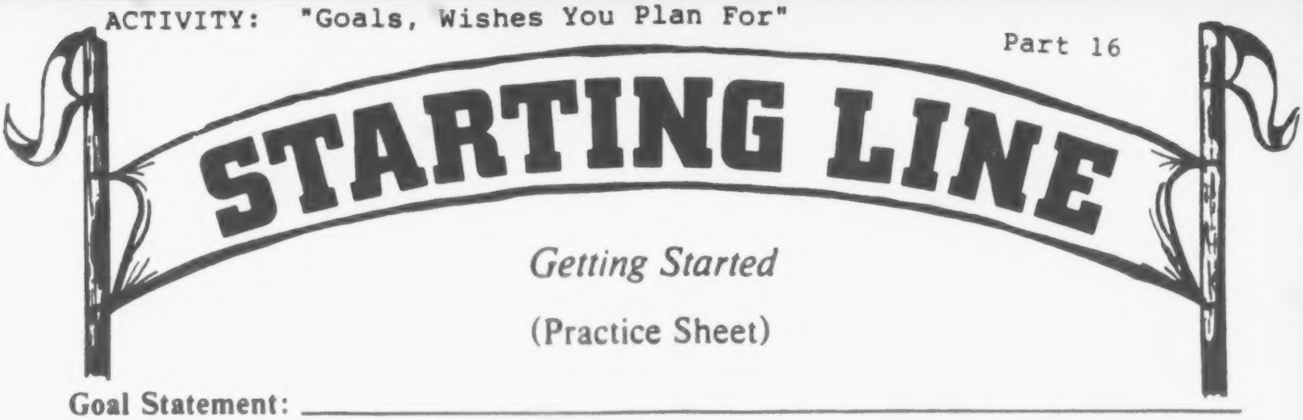
Things I know about my goal: 1) Number of people in audience
doesn't matter to me.
② What matters is how well I know people in audience.
③ I'm sometimes uncomfortable w/ people I don't know
④ I can make good eye-contact with people
⑤ I've led tours at the place where I work so I probably
can reach this goal.

Things I don't know about my goal:
① I don't know what people think of me
when they first meet me
② While I'm talking, I can't tell what people
in the audience think of me.

Ways I can find out what I need to know about my goal: ① Meet more
strangers—find ways to check out what they think of me.
② Ask experienced public speakers (Nancy? Ed?)
how they check out reactions of audience.
③ Find ways to check out audience reaction by
using eye-contact
④ Practice giving speeches, starting with audiences
that have some people I know, + some I don't know.

ACTIVITY: "Goals, Wishes You Plan For"

Part 16



STARTING LINE

Getting Started

(Practice Sheet)

Goal Statement: ______________________________

____

____

Things I know about my goal: ______________________________

____

____

____

____

____

Things I don't know about my goal: ______________________________

____

____

____

____

____

____

Ways I can find out what I need to know about my goal: ______________________________

____

____

____

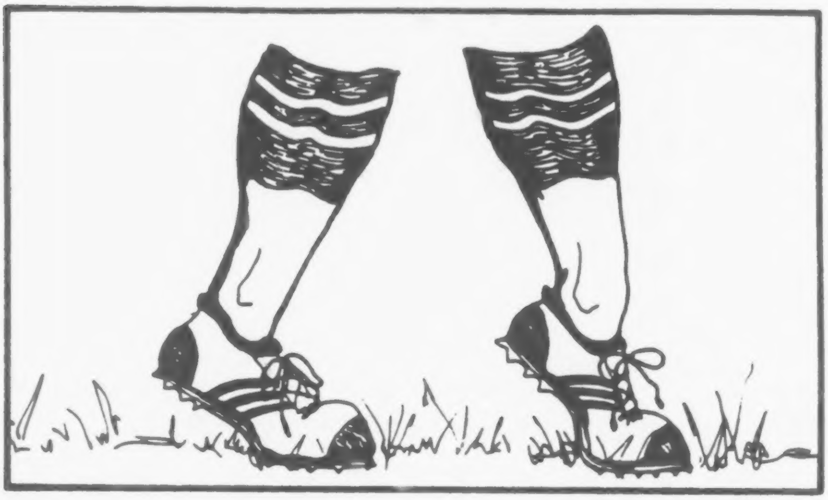
____

____

____

Question 5:

What specific steps will I have to take to reach my goal? How long will it take me to complete each step?



Now you're going to use the information you gathered when you answered Question 4. You're going to use this information to make a **goal plan.**

Making a **goal plan** is a lot like making travel plans for your vacation.

For example, when you want to take a car trip, you have to know where you are going (your **goal**), and you also have to know what route you will follow to get there (your **goal plan**).

Really good travel plans also include an *itinerary*. An itinerary tells you exactly *when* you can expect to get to various points on your route.

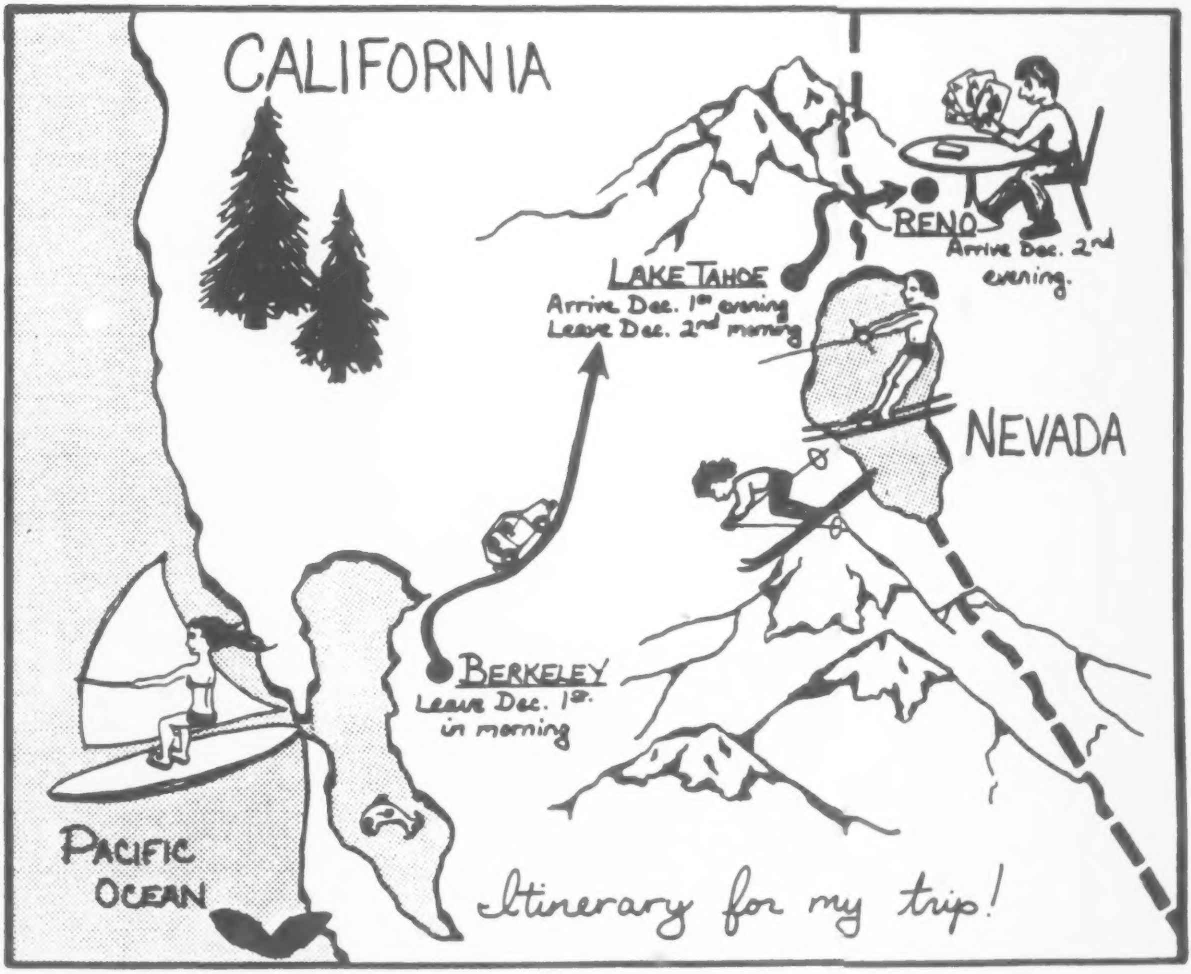
ITINERARY

Leave Berkeley, CA	Dec. 1 (morning)
Arrive Lake Tahoe, CA	Dec. 1 (evening)
Leave Lake Tahoe	Dec. 2 (morning)
Arrive Reno, Nevada	Dec. 2 (evening)

Your **goal plan** is the itinerary for your trip toward your goal, so it should list:

A. **The steps** which you'll make in your trip toward your goal, in the order in which you'll make them; and

B. **The time** by which you'll complete each of these steps.


CALIFORNIA
LAKE TAHOE
Arrive Dec. 1st evening
Leave Dec. 2nd morning
RENO
Arrive Dec. 2nd evening.
NEVADA
BERKELEY
Leave Dec. 1st in morning
PACIFIC OCEAN
Itinerary for my trip!

Don't rush yourself when you write down the times. Give yourself all the time you think you'll need, *plus a little extra.*

GOAL PLAN

Part 19

Write your **goal plan** in a form like this:

Goal Statement: ____________________

____

	Do by:	Really did by:
Step 1:		
Step 2:		
Step 3:		
Step 4:		
Goal!!		

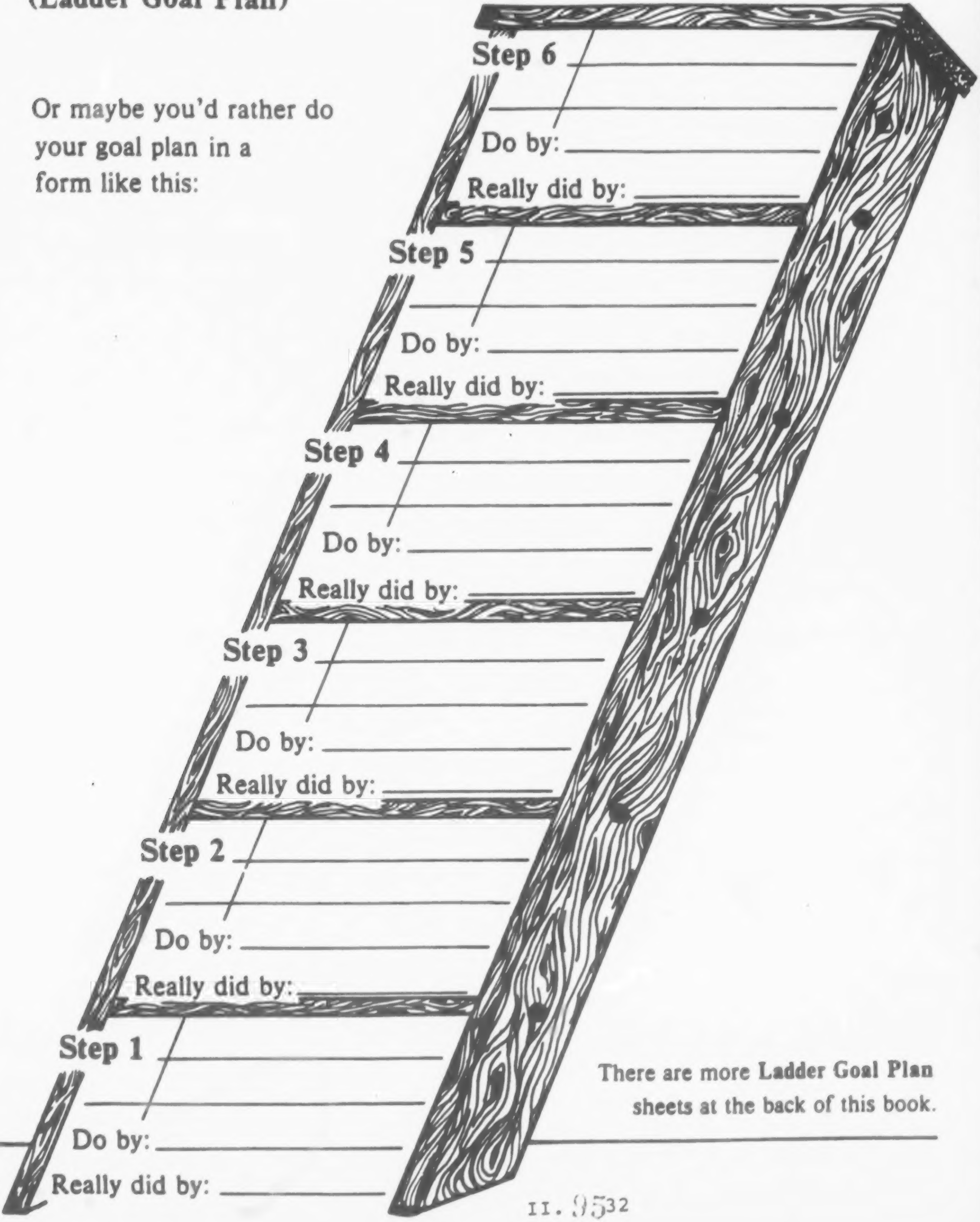
ACTIVITY: "Goals, Wishes You Plan For"

MY GOAL: Part 20

____

(Ladder Goal Plan)

Or maybe you'd rather do
your goal plan in a
form like this:



Step 6 ______________________________

____

Do by: ______________________________

Really did by: ______________________________

Step 5 ______________________________

____

Do by: ______________________________

Really did by: ______________________________

Step 4 ______________________________

____

Do by: ______________________________

Really did by: ______________________________

Step 3 ______________________________

____

Do by: ______________________________

Really did by: ______________________________

Step 2 ______________________________

____

Do by: ______________________________

Really did by: ______________________________

Step 1 ______________________________

____

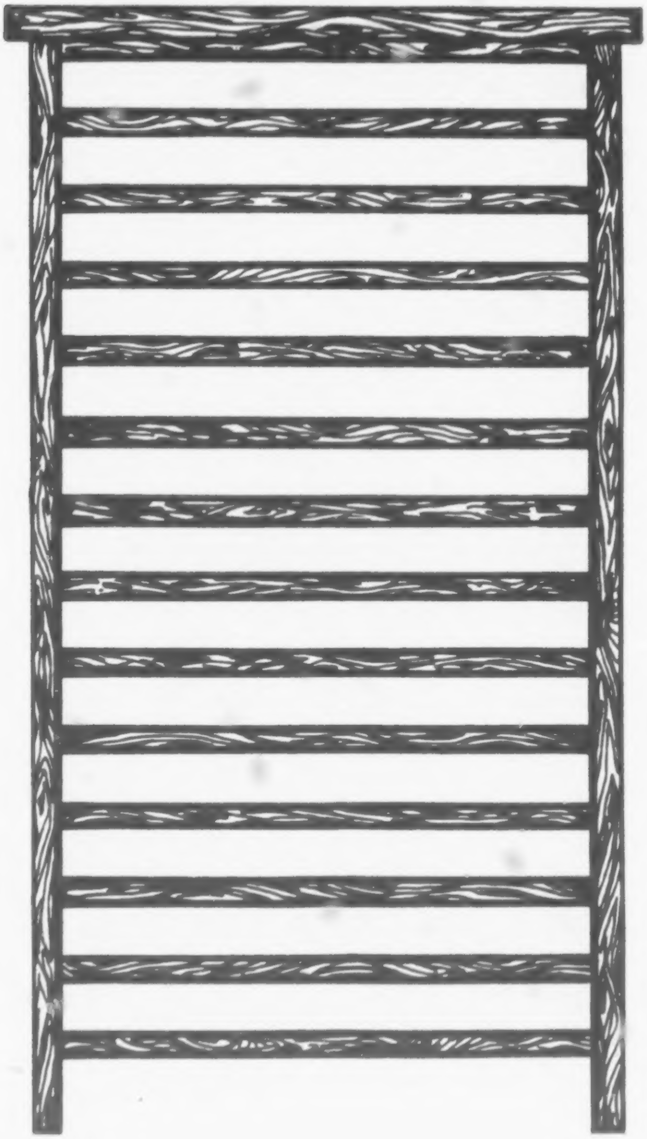
Do by: ______________________________

Really did by: ______________________________

There are more **Ladder Goal Plan**
sheets at the back of this book.

Working toward a goal really is a lot like climbing a ladder.

Instructions for Climbing Ladders:



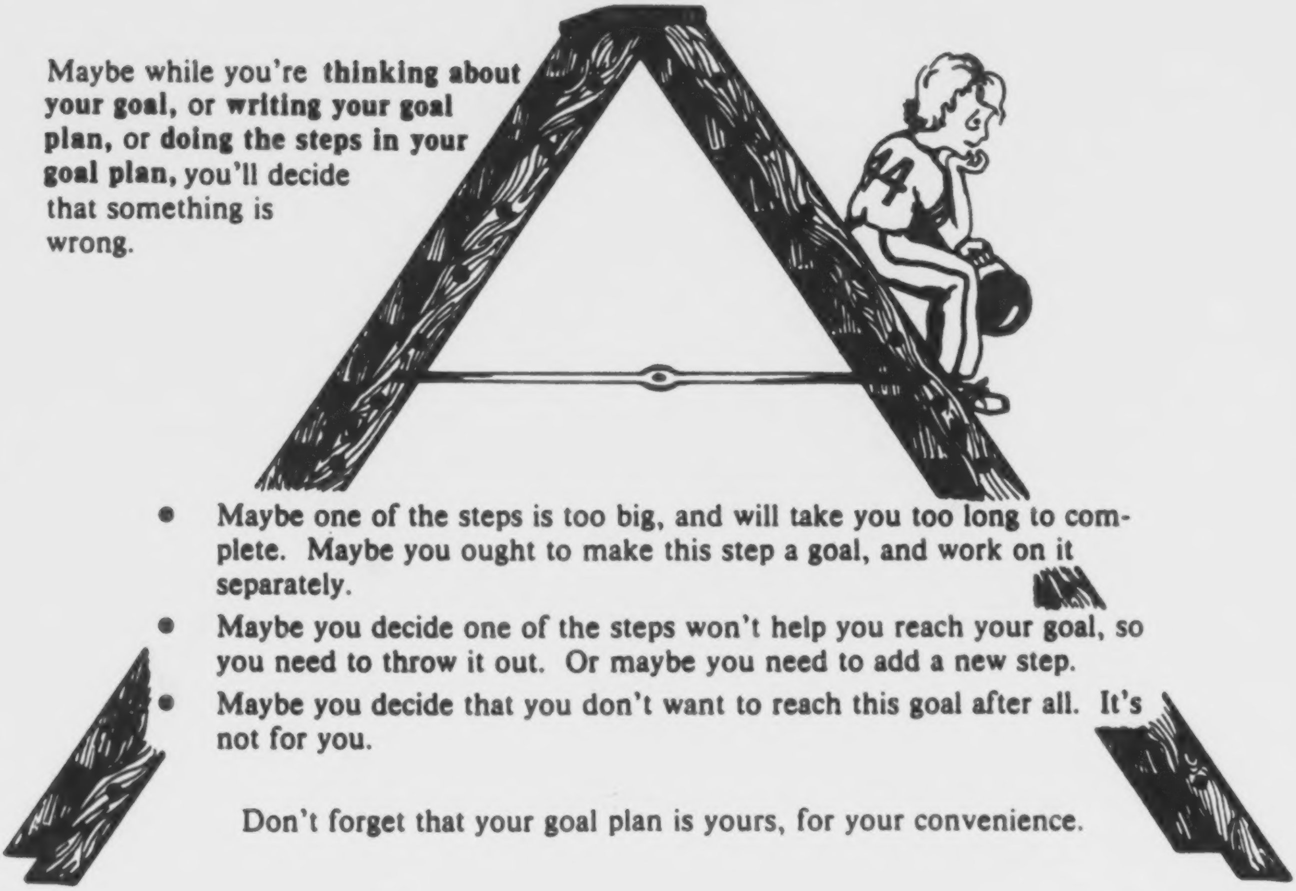
To get to
the top
(the goal),

put your feet
on the rungs
(the steps)
first.

Each rung takes you a little higher, until finally you're where you want to be—at the top.

Question 6:

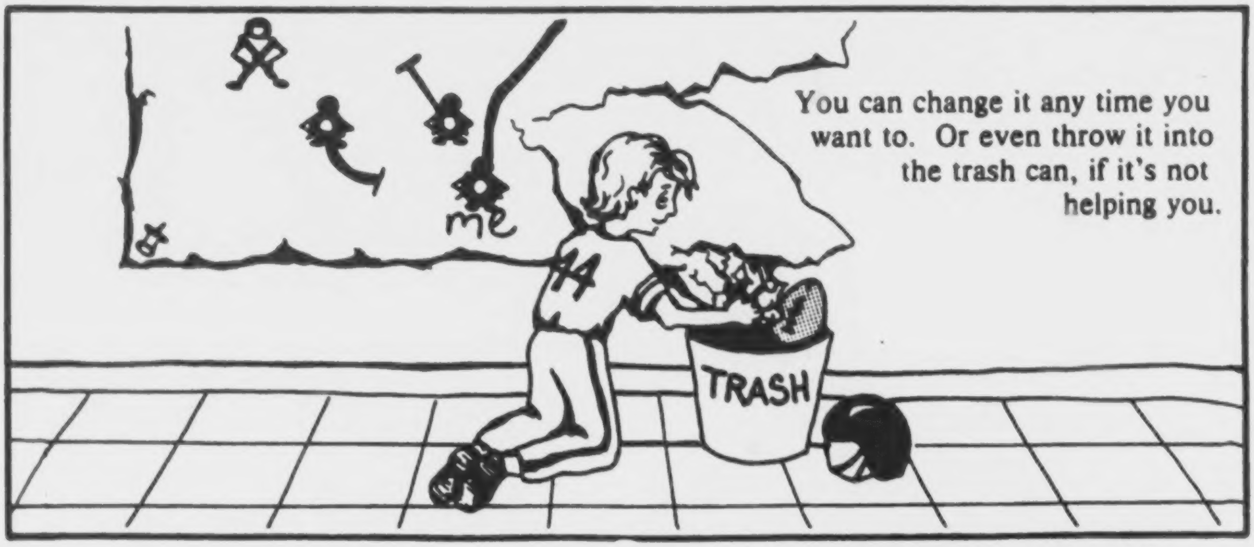
Now that I've done some work on my goal, do I still want it? Why or why not?



Maybe while you're **thinking about your goal**, or **writing your goal plan**, or **doing the steps in your goal plan**, you'll decide that something is wrong.

- Maybe one of the steps is too big, and will take you too long to complete. Maybe you ought to make this step a goal, and work on it separately.
- Maybe you decide one of the steps won't help you reach your goal, so you need to throw it out. Or maybe you need to add a new step.
- Maybe you decide that you don't want to reach this goal after all. It's not for you.

Don't forget that your goal plan is yours, for your convenience.



You can change it any time you want to. Or even throw it into the trash can, if it's not helping you.

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Sample Goal Plan

Here's an example of a goal plan. It was made by Don, the guy who wanted to become a better public speaker.

Goal Statement: By March 1 (3 months) I will be able to give a speech in front of at least ten people I don't know.

		Do by:	Really did by:	
Step 1:	Ask my friend Nancy how she checks out reactions of audience to her.	1/5	1/5	✓
Step 2:	Meet at least 5 people I don't know, + check out how they seem to react to me.	1/30	2/30	X
Step 3:	Volunteer to speak at high school class reunion, + practice eye-contact (people I know).	2/10	3/15	X
Step 4:	Speak to a group that has some people I know, + some I don't know.	2/20	never got to this step.	X
Goal!!	Conduct training session for visiting executives (people I don't know) at the place where I work.	3/1	never got to this step	X

ACTIVITY: "Goals, Wishes You Plan For"
Part 24

What can Don learn about himself from looking at his goal plan?

1. *Don didn't reach his goal.*

   It would have been great if he'd reached it. He'd have done something he could be proud of, and he'd feel like a winner.

   Still, there's nothing so terrible about failing. Don may not feel wonderful, but failing to reach his goal will probably teach him a lot about himself.

   And the more you know about yourself, the more likely you are to reach the goals you set for yourself in the future.

2. *It took Don longer to finish some of the steps than he thought it would.*

   If Don did a lot of steps late, he may learn from that fact that he's a procrastinator (somebody who tends to put things off).

   Or he may learn that he's a person who needs to do things slowly and carefully. So the next time he works toward a goal, he won't push himself so much.

   Or Don may look at the steps that took him a long time, and realize that these steps, more than the others, were especially hard for him. Then he'll ask himself, "Why did I have such a hard time doing that step? What made it so tough for me?"

3. *One of the steps (#2) was especially hard for Don (he sees that Step 2 took a lot longer than he originally thought it would).*

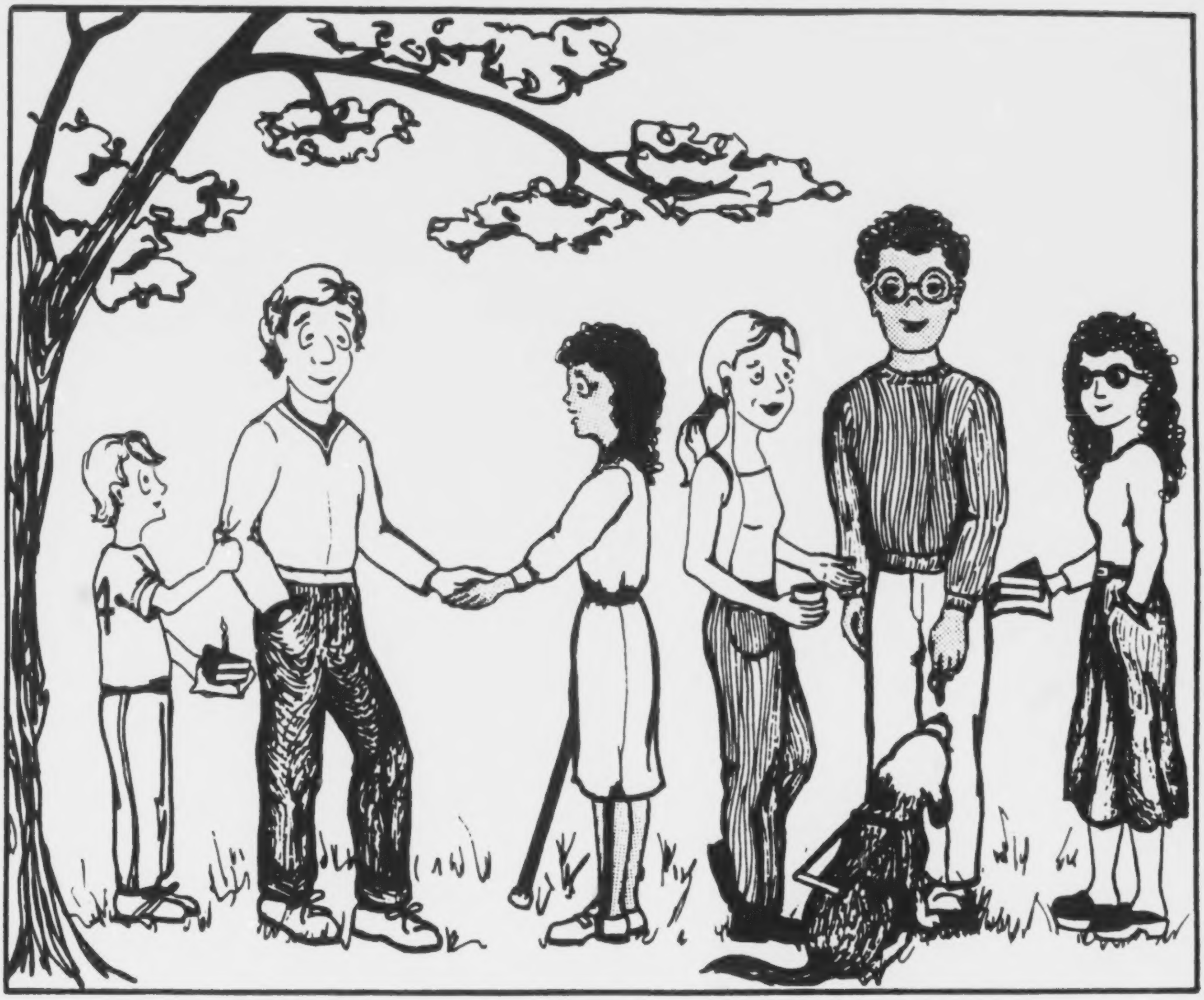
   Don may learn from this fact the he needs a lot more work on Step 2 (meeting strangers) before he's ready to do public speaking in front of strangers.

   Don may decide that overcoming his shyness in meeting strangers is a goal he's got to reach before he works on his goal of giving a speech in front of ten people he doesn't know.

   So maybe Don will write a new **goal statement** and **goal plan** about meeting strangers.

Don's **new goal statement** is:

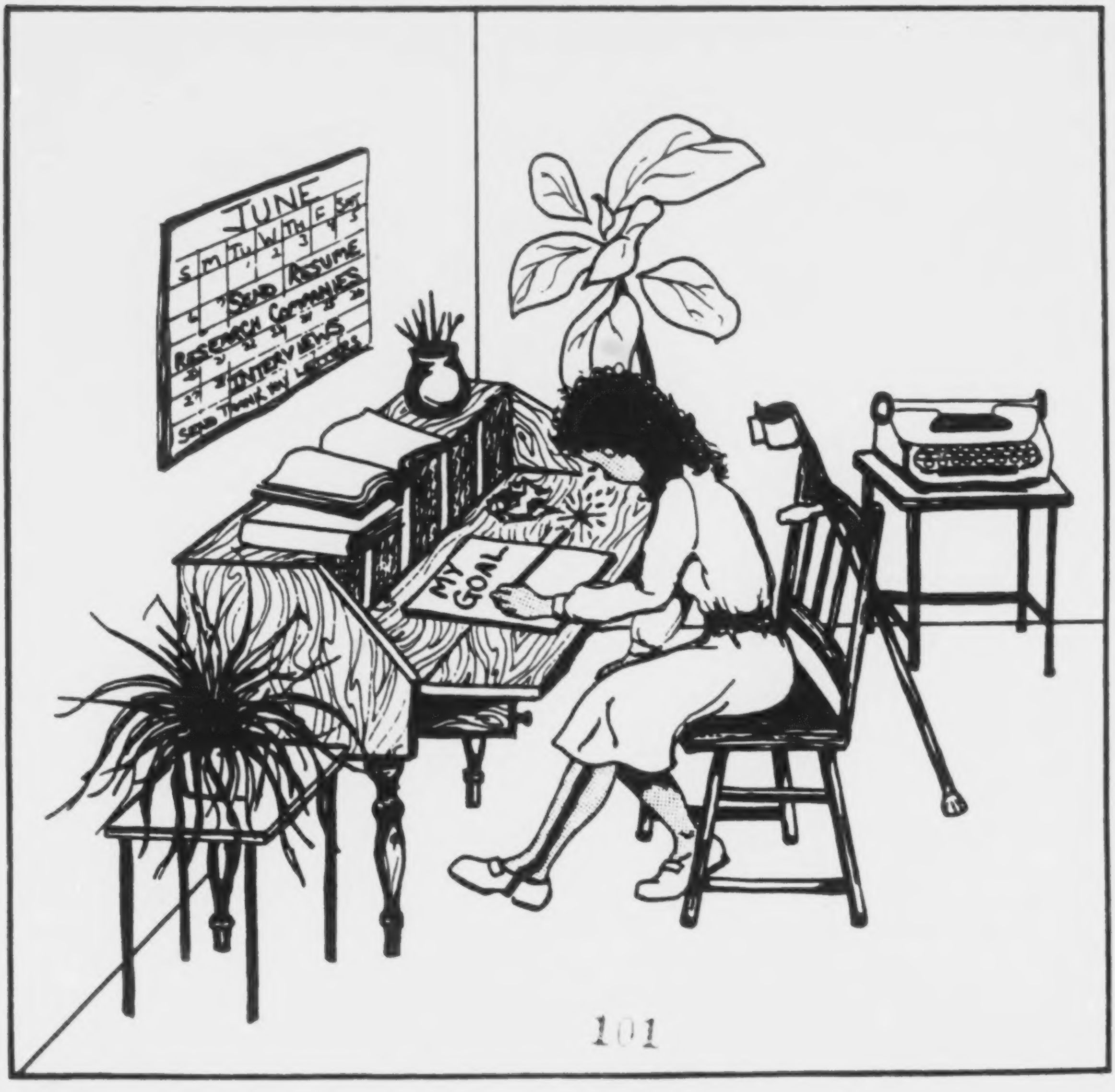
> I want to meet five strangers by April 1, and I want to have at least a half-hour conversation with each one.



Notice: Each of the steps in your **goal plan** can be made into a **goal statement** and worked on separately.

A goal plan—

It's your own personal way of making your wishes come true!


JUNE
S M Tu W Th F Sat
SEND RESUME
RESEARCH COMPANIES
INTERVIEWS
SEND THANK YOU LETTERS
MY GOAL

Optional Activity: IDENTIFYING TRUE STATEMENTS ABOUT GOALS

Directions: Write T for true statements

Write F for false statements

---

1. Planning to go to college is a long term goal.
2. Establishing goals is a way to take control of your life.
3. A goal is the same thing as a wish.
4. A vague goal statement is difficult to evaluate.
5. A long-term goal generally takes more time to accomplish than a short-term goal.
6. "I want to do better in school," would be a good goal statement.
7. In planning goals you need to consider the goals other people have already set for you.
8. A goal is a wish you plan for.
9. Planning to go to the mall tonight is an example of a short-term goal.
10. "I want to have an exciting job in the future," is an example of a good goal statement.

II. C Establish long-term goals

GOAL PLAN EVALUATION

Directions:

This evaluation is to be done in a conference between the student and the Peer Counselor. Refer to the written GOAL PLAN the student has already done.

1. Is the goal plan expressed in specific terms?

____ YES ____ NO

2. Is the goal realistic?

____ YES ____ NO

3. Does the goal plan contain the steps necessary to accomplish the goal?

____ YES ____ NO

4. Is the date for completion of each step listed on the Goal Plan?

____ YES ____ NO

5. Is the time stated for the final accomplishment of the goal?

____ YES ____ NO

6. Has at least one of the steps of the Goal Plan been accomplished at this time?

____ YES ____ NO

III
SOCIAL SKILLS
Introduction

The purpose of this chapter is to provide students with information on social skills necessary to live independently or find employment.

The social skills of the high school student with a disability are perhaps the most significant aspect of life. Possession of these skills can be a major factor in whether the disabled individual feels a part of the high school scene, finds friends and participates in social activities. Too often, disabled persons, sheltered from social activities at an early age, never develops the social skills necessary to fit in with high school peers. The low self esteem they may feel as a disabled person is exacerbated by the lack of peer support in high school. In addition, the lack of social skills may prevent the individual from finding employment or developing love relationships which lead to marriage and family.

One of the most important aspects of this section is to become familiar with and comfortable with one's own disability. Disabled persons must learn to deal with the negative stereotyping of society about disability and develop a more positive self-image. They will need to learn to understand that they must work to change the negative attitudes of society in general and not to internalize these attitudes. Another aspect of socialization which is critical is the issue of sexual assault. It is essential that persons with disabilities learn basic sexuality and self-concept in order to avoid sexual exploitation. A healthy knowledge of sexuality is the first step towards sexual assault prevention.

DRAFT

A. Competency: Evaluate self-esteem

Performance Objective:

During a student-teacher conference, evaluate one's self esteem. This evaluation must include realistic perceptions of interests, abilities, disabilities and personality characteristics. A grade of "Acceptable" must be attained on a 10-point checksheet.

-See Appendix for "Self Esteem Inventory," page 22.

1. Enabling Objective: Identify personal characteristics.

Content:

Personal characteristics include: physical appearance, abilities, disabilities and personality traits. Some characteristics can be changed and some cannot. Certain characteristics such as friendliness, concern for others and honesty contribute to a person's popularity. The student must come to accept those characteristics that he/she has no control over as part of himself/herself.

Activities:

o List personality traits on the blackboard. (Quiet, talkative, bubbly, musically inclined, out-door type, bookish, artistic, theatrical, sports-loving, humorous, thoughtful, feminine, masculine.)

Students choose those that best describe themselves.

Students complete worksheet.

-See Appendix for "A Picture of Me," page 23.

o Students make a list of characteristics that describe themselves as if they were describing someone else. Include physical characteristics and personality traits. Omit names.

A. Collect descriptions and read them aloud to the class. The students guess who is the author of each.

B. If the student writes an inaccurate description, this is a sign of non-acceptance of self.

- o Interview students privately to discuss things each student likes about his personal appearance and characteristics each would like to change. Make referrals to Peer Counselor, as necessary, for further exploration of this topic.

- o Bulletin board activity: Have a large picture of a person on the bulletin board. Students add other pictures to it that will change with maturation.

- o Discuss these characteristics that change with maturation (height, body changes in puberty); those that can be changed voluntarily (hair style, weight); and those that cannot be changed.

  A. Assist students in making decisions and following through on changes they can make to improve.

  Appearance
  -take better care of skin
  -lose weight

  B. Assist students in finding ways to accept physical characteristics that cannot be changed.

  -Height
  -Physical disabilities

2. Enabling Objective: Identify behaviors and personality characteristics that contribute to a person's popularity.

Activities:

- o Discuss positive behaviors and characteristics.

  Emphasize: friendliness, concern for others, honesty, fairness, etc...

- Have the students work in pairs. Each student makes two lists:

  (A.) Positive character traits of partner.
  (B.) Positive character traits of self.

- Each pair of students compares lists. Did they list similar character traits in themselves and each other?

3. Enabling Objective: Identifying personal interests and abilities.

Content:

An interest is something one likes to do. An ability is something one can do. Most people can do a better job at something they are interested in. Adolescents need encouragement to be more open about their abilities. They often feel they "can't do anything."

Activities:

- Discuss the difference between interests and abilities and how they relate to planning the future.

- Students complete "Abilities and Interests" Worksheet.

  -See Appendix for "Abilities and Interests Worksheet," page 24.

- Play the "I Can" game. This game will be more successful as the students come to a greater degree of self acceptance. This is a game made by the teacher: On index cards, write general ability categories such as-- SPORTS, MUSIC, READING, GETTING ALONG WITH OTHERS, MAKING FRIENDS, ART and COOKING. It can be used with as few as two students or the entire class.

  A. Teacher or another student draws a card and reads the category.

B. Students respond by giving a specified number of "I Can" statements. Such as:

   -I can follow directions
   -I can be friendly
   -I can help others
   -I can follow school rules

C. Use as often as desired.

D. For 2 players, students alternate reading cards and giving responses.

E. Variation: As the student progresses in the game, require the statements to be something they could not do previously-last year or last month.

4. Enabling Objective: Approach personal limitations in a positive manner.

Content:

Everyone needs help at one time or another. Class members may recall times when they have helped each other. Students need to be assertive and initiate requests for help rather than to be passive and wait for others to offer.

Activities:

- Role play situations in which a person with a disability asks for assistance, for instance: a hearing impaired person asking for help with the telephone, asking for help to read something.

B. Competency: Accept individual disability.

Performance Objective:

Given a True-False disabilities inventory, indicate acceptance of disability. The inventory will include statements on recognition, acceptance and adjustment to disability. A score of 80% must be attained.

-See Appendix for "Disabilities Test," page 25.

1. Enabling Objective: Identify characteristics of one's own disability.

Content:

Sources of information about disabilities include the Peer Counselor, library reference materials, local non-profit organizations, and the Council for Exceptional Children, among others.

-See Appendix of Unit V for:

- Resources for disability information including a listing of toll-free phone numbers and disability organizations.
- State resource sheet for Virginia.

Activities:

The Appendix contains: "General Information About handicaps and People With Handicaps," pages 26, 27.

- o Ideally this unit should be completed with a Peer Counselor. The counselor could work with one or two students at a time, as appropriate, to locate information about each student's disability.

- o Student tells or writes the name of his/her own disability.

- o Discuss the definitions used in Special Education.

- o Meet with Peer Counselor to explore and locate local support groups and local chapters of national disability organizations.

- o Students contact disability organizations for information about own disabilities.

2. Enabling Objective: Discuss one's own disability with others.

Content:

The ability to discuss one's own disability is a sign of acceptance and is vital to a positive self-image.

Activities:

- o Students will share the knowledge they researched about their disability with the class. This could be a question and answer session for the class with a panel of students who share the same disability.

3. Enabling Objective: Develop a positive attitude toward disability.

Content:

A successful disabled adult can serve as a role model to whom the student can relate. A Peer Counselor is one such person. Other sources include the staff of Independent Living Centers or disabled individuals in the community. Stress accomplishments disabled people have made in their daily lives: having a job, a home, a family, using public transportation or educating themselves after high school.

Activities:

- o Invite as a guest speaker a staff member of an Independent Living Center, a Peer Counselor, a disabled member of the community, or counselor from D.R.S.

- o Complete "Personal Successes Worksheet." This focuses on a problem, how it was solved or how the student plans to solve it. Following completion, discuss disability problems. Class members may be able to offer solutions to each other's problems.

  -See Appendix for "Personal Successes Worksheet," page 28.

- o Arrange a bulletin board display of pictures of disabled people leading successful lives. Ask students to help contribute pictures.

C. Competency: Communicate and interact appropriately in social situations.

Performance Objective:

Placed in a social environment requiring appropriate social behavior, such as a full service restaurant, communicate and interact socially. The student must display common courtesy and appropriate behavior as judged "Acceptable" on 7 out of 9 items of a checklist.

-See Appendix for "Evaluation of Appropriate Behavior," page 29.

1. Enabling Objective: Describe appropriate and inappropriate behaviors when in public.

   Content:

   Give each student the opportunity to participate in the discussion on behavior, as this participation is to be evaluated. Discuss courtesy, concern for others, etc.

   Activities:

   o With the students develop a list of acceptable and unacceptable behaviors for a variety of situations (guidelines for classroom interaction, behavior in malls, restaurants, theatres, at home and other public places.)

   o Plan a trip to a restaurant.

   A. Discuss behavior for each of the following steps: waiting to be seated, reading the menu, making a selection, ordering, eating, paying and tipping.

   B. Have menus available from several different types of restaurants. Allow the students to look through the menus and practice making selections. Complete three or more of the restaurant worksheets. If there are blind students in class, inquire at restaurant about getting a menu in Braille.

   -See appendix for "Restaurant Activity Set," pages 30 - 37.

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C. Have the students take turns role playing eating different types of restaurants.

Fast food:

(1.) Wait in line, if necessary.
(2.) Read the menu (usually on the wall) and make your selection before it's your turn to order.
(3.) Order clearly and politely.
(4.) Have money ready to pay the cashier.
(5.) Carry tray of food to the table and eat politely- no loud talking.
(6.) Clear the table when finished; throw trash away.
(7.) Tipping not necessary.

D. Full service restaurant:

(1.) Always wait for the hostess to seat you.
(2.) Read the menu carefully. Many restaurants list items a la carte: you will have to pay extra for a salad, for example. Remember this when you get ready to order.
(3.) Be prepared and order clearly and politely.
(4.) Remember your very best table manners.
(5.) The waiter or waitress will probably give you the bill on a little tray or dish. Put your money on the tray. He or she will bring you the change.
(6.) Leave your tip on the tray.
(7.) Fold your napkin and leave it on the table when you leave.

D. Competency: Explore new methods of communication for disabled persons.

Performance Objective:

Given an evaluation on any or all of the following: Braille, Sign Language, Communication Board, and TDD, demonstrate the use for the method which pertains to that individual student. The student must perform the skill successfully, identify who uses the method and who benefits from its use.

-See Appendix for Evaluation, "Checklist on Methods of Communication," page 38.

1. Enabling Objective: Identify users or potential users of any or all of the four alternative methods of communication for disabled persons..

Content:

Many agencies and organizations offer printed material and speakers to inform about the use of these methods of communication. A list of resources is in the Appendix, and further references are in the Appendix of Unit V, Health.

-See Appendix

Activities:

o Invite a resource person such as a person from a Center for Independent Living to discuss these methods of communication:

Braille
Sign Language
Communication Board
Telecommunication Device for the Deaf (TDD)

o Individually confer with students who could improve their communication with the use of one of these methods. Occasionally students may need an evaluation by a speech therapist.

or

o Refer students who could potentially benefit from using one of these methods of communication to the PEER COUNSELOR for further exploration into this.

o Complete the activity for identifying who uses various methods of communication and how each method is used.

-See Activity Sheet, "Methods of Communication," page 39.

E. Competency: Identify facts about sexual assault of disabled persons.

Performance Objective:

Given an evaluation of sexual assault of the disabled, identify steps to take to protect yourself against sexual assault or abuse. The evaluation will include material on defining sexual assault, identifying feelings about touch, identifying and practicing assertive behavior, and identifying situations where sexual abuse or assault might occur. A score of 80% accuracy must be earned.

1. Enabling Objective: Define sexual assault.

Content:

Sexuality and the Disabled

Ideally information about sexuality should precede the study of sexual assault. Disabled students are less likely to be victimized if they are well informed. Uninformed students are more likely to misread social cues, including danger signals, to give misleading cues themselves, and accept abuse because they feel they have no options. They are less likely to make assertive, active choices.

A study for the Minnesota Department of Corrections has addressed myth vs. fact regarding sexuality and disability. To quote that study:

"The relationship between sexuality and sexual abuse as it concerns persons with disabilities is complex. Many people believe that persons with disabilities are not sexually attractive, and therefore will not be sexually assaulted. Unfortunately, many disabled persons also believe this myth. The sexual attractiveness of the victim is not related to sexual assault; however, the myth that persons with disabilities are not sexual beings or sexually attractive must be addressed."

"Individuals with disabilities need to learn that they are sexual beings and can be sexually attractive. Sexual feelings are not learned; they are physiological. However, feelings of sexual attractiveness come from within and are based on feelings of self-worth and self-esteem. These feelings are learned and should be fostered by family, friends, and teachers so that they can be internalized by the disabled individual."

There are four reasons why disabled persons may be more vulnerable to sexual abuse.

1. Offenders may think it is "safer" to assault persons with a disability. They may believe that physically disabled persons will not be able to defend themselves against assault, that blind persons will not be able to identify the attacker, that hearing impaired persons will not be able to call for help or talk to anyone about the assault, or that persons who are mentally disabled will not understand what is happening or will not be believed. Although these beliefs are not accurate, the fact that these misconceptions prevail may make offenders more likely to victimize individuals with disabilities.
2. Disabled students may not receive the same information that non-disabled persons of the same age group receive about sexual abuse. They may have been segregrated in special classrooms or not able to understand the mode of presentation in regular classrooms. Additional information about sexual abuse which is available to the general population is not accessible to many disabled persons. There is limited printed information for the blind, limited information adapted for the mentally disabled, and the hearing impaired may not be able to use information on radio and television.
3. Many times a disabled person has been dependent on professionals and others through the years for health care and daily living needs. Such dependence can increase a person's vulnerability to sexual abuse.
4. Often, disabled persons request assistance from strangers who may take advantage of the situation and become abusive. Or, a stranger may offer assistance to disabled persons solely for the purpose of putting them in situations where they can be assaulted.

Definitions

Sexual assault occurs when a person is tricked, forced or coerced into sexual contact. This is different from healthy sexuality.

Activities:

o Administer Pre-test

-See Appendix for "Pre/Post Attitude Test," pages 40, 41.

o Define and discuss sexual assault.

Include all forms: Sexual contact with children by adults, same-sex assault, rape, and acquaintance rape.

o Discuss sexual abuse.

Obscene phone calls and exposing are forms of sexual abuse. If students share their own experiences with obscene phone calls, discussion should focus on what they felt like rather than exactly what happened.

o Distribute and discuss vocabulary terms and definitions for:

-sexual contact
-sexual assault
-body parts
-offender
-victim
-venereal disease
-vulnerable
-myth
-felony
-prosecute
-assertive

-See Appendix for "Handout--Vocabulary Terms," pages 42, 43.

o Discuss myths and facts about sexual assault including:

-What is sexual assault?
-Who can be sexually assaulted?
-Where do sexual assaults happen?
-Who are the offenders?
-Why do people rape?
-Do people like to be sexually assaulted?
-Does going on a date mean an agreement to have sex?
-Do people make false reports about being sexually assaulted?
-Can a disabled, deaf or blind, person prosecute against sexual assault?
-Can sexual assault result in pregnancy?

-See Appendix for "Facts About Sexual Assault," pages 44, 45.

2. Enabling Objective: Identify feelings about different kinds of touch.

Content:

The Touch Continuum

The Touch Continuum concept can be used with all ages to teach about sexual abuse.

Lack of Touch　　Confusing Touch　　Lack of Touch

Nurturing Touch　　Exploitive Touch

Lack of touch can be positive or negative. If a person wants and needs touch, but is denied touch, this lack of touch can be negative. However, if a person does not want to be touched, lack of touch can be positive. Nurturing touch is touch that feels like something is being given or shared. Hugs, kisses, handshakes, and some games are examples of good touch. Confusing touch is any touch that cannot be clearly labeled positive or negative. Any touch may become confusing when: 1) the meaning of that touch is not clear, 2) a double message is received, 3) the receiver is not accustomed to the touch or doesn't want to be touched, or 4) the touching becomes sexual and the receiver is confused about it. Negative touch is touch that is painful, or feels like something is being taken away. The receiver feels hurt or used. Kicks, hits, slaps, and sexual abuse are examples of exploitive touch.

An important concept of this lesson is the fact that the same touch can be positive or negative depending upon the individual and the situation. Thus, there may be some disagreement about whether a certain touch is positive, confusing, or negative during class discussion. Students may want to role play assertive responses to the negative touch situations such as saying "no", moving away, etc. However, discussion should focus on students' feelings about different touches rather than on assertive responses.

A Note on Specific Disabilities

Individuals with certain kinds of physical disabilities receive many kinds of touch not received by the general public. This touch can come from strangers attempting to provide assistance, attendant assisting with dressing and bathing, etc. Some people have spent many of their formative years in hospitals or rehabilitation facilities where they receive touch from medical and supportive staff who are essentially strangers. This impersonal touching can make the disabled person so insensitive to touch that she/he will not be aware of how the touch feels. Some adolescents receive little or no nurturing touch and will respond positively to any touch they receive, while some respond negatively to all touch whether it is meant to be positive or negative.

Visually impaired students receive touching that persons with sight do not often experience. This touching can include helpful and positive touching but also includes touching from strangers who do not know how to provide assistance properly, or who offer assistance when it is not wanted or needed. Some students beceome so used to being handled in this way that they become desensitized to their feelings about touch and are likely to discount their feelings with statements such as, "she/he was only trying to be helpful". Thus, they may be unable to recognize and respond to negative or abusive touch when it occurs.

Hearing impaired students have another perspective on touching since touching is utilized in communication to a greater extent.

Activities:

o Introduce the Touch Continuum.

  a. Ask students to imagine a line from one end of the classroom to the other showing the continuum of touch, with positive touch on one end of the room and negative touch on the other.

  b. Show posters 3 through 16, one at a time.

  c. Ask students to move to the point on the line which best describes how they feel about the type of touch shown. Explain that people may perceive touch differently, so there may be a wide variety of responses in the classroom.

  d. Ask students to explain their feelings about the touch in each poster and their location on the touch continuum.

  -See Appendix for the posters, pages 46 - 56.

- Another option for using the posters with the Touch Continuum:

  a. Show posters 3 through 16.

  b. Ask students to describe what is happening in each poster and what they think the touch feels like (where would students locate on the continuum).

  c. Ask students to name another touch that feels the same way.

  Note: There is no correct response to each poster. The goal of the lesson is to teach students to recognize their own feelings about different kinds of touching and to understand that their feelings are acceptable. It is important to let students know that it is okay to disagree with their classmates and ask them in a non-judgmental manner to explain their feelings.

- Use role play situations to locate feelings about touch on the Touch continuum.

  -See Appendix for "Touch Role Play Exercises," page 57.

3. Enabling Objective: Practice assertive behavior.

Content:

Assertiveness is one of the most important skills students can learn to prevent sexual abuse. Persons with disabilities are often in situations where they must act assertively by obtaining or refusing help from strangers, asserting themselves with family, friends or caretakers, etc. Learning to be assertive will greatly enhance feelings of self-worth and assist in building relationships, as well as help students avoid potentially dangerous situations.

Assertion can be defined as thinking, speaking, and acting on a person's own thoughts, feelings and desires, taking into account the wishes and feelings of others. It is a way of standing up for the person's own rights without violating the rights of others. Assertive behavior does not always bring the desired result, but it is worthwhile in that it allows the individual to state what he/she wants or thinks.

Aggression involves violating the rights of others, or showing them no respect. It includes sarcasm, insults, or intimidation to win or dominate.

Submission means giving in to other people's requests, demands or feelings, without regard to a person's own wishes or feelings. Submissive behavior is based on the belief that other people's opinions or desires are more important, or that expressing your own feelings will result in punishment. Many times submission is expressed by silence, a type of behavior that could lead to sexual assault or sexual abuse.

Activities:

o Review definitions of assertive, submissive and aggressive.

o Describe scenes in exercise, "Assertive role Plays".

Obtain student volunteers to role play assertive responses to each situation.

Ask students to give positive and negative aspects of each response and suggest alternative ways of responding.

Allow ample time after each scene to process students' reactions.

-See Appendix for "Assertive Role Plays" and Examples of "Assertive, Aggressive and Submissive Behavior," pages 58, 59.

o Students complete the "Assertive Chart" handout and share their responses in a class discussion.

-See Appendix for "Assertiveness Chart," pages 60, 61.

4. Enabling Objective: Identify situations where sexual abuse by an acquaintance might occur.

Content:

People are statistically more likely to be assaulted by people they know than by strangers. Two-thirds of all assault cases are by an acquaintance and over half occur in a private residence.

Avoiding acquaintance rape involves practicing assertive behavior, paying attention to your own intuitive feelings about a person or situation, planning ahead for the kind of touching you want or don't want, and being aware of non-verbal messages you are sending with behavior or mode of dress. Common-sense techniques should not be overlooked: having enough money to get home or avoiding secluded places with people you don't know well.

-See Appendix for "Personal Safety Techniques to Guard Against Assault by Acquaintances," page 62.

Activities:

o Distribute copies of the exercise, "The Date". Ask the questions stated in the story.

a. It is helpful to ask students:

What would you do in this situation?

Have you ever been in a situation where you were asked to make this choice?

b. Allow students to finish the story, but keep the decision as realistic as possible. This may be the first time students have considered the possibility that sexual assault could really happen to them and may deal with this reality by making the story ending unrealistic or sensational. Be sensitive to the students' discomfort and stress that awareness of how sexual assault can happen is the first step towards prevention.

-See Appendix for the exercise, "The Date," pages 63, 64.

o There are two other situations in the Appendix--one involving sexual abuse by a bus driver and the other involves incest.

-See Appendix for, "Situations of Sexual Abuse," pages 65, 66.

o Administer Sexual Abuse Post Test and the True/False Test which is part of the post test.

-See Appendix for "Pre/Post Attitude Test," pages 40, 41 and "True/False Test," pages 67, 68.

For reinforcement, discuss the test responses afterwards.

-See Appendix for "Teacher Guide: True/False Test Responses," pages 69 - 72.

-See Appendix for additional information:

"Personal Safety Techniques to Guard Against Assault by Strangers," page 73.

"Reactions and Feelings of Sexual Assault Victims," pages 74, 75.

"What If You Are A Victim?," page 76.

Exercise: "Who Would You Tell?," page 77.

"Reporting Sexual Abuse," pages 78, 79.

A listing of Sexual Assault Crisis Centers in Virginia on pages 80, 81.

F. Competency: Identify the personal values met through work.

Performance Objective:

Given a list of values, identify those values met by having a job. Student must complete activity by answering 9 out of 12 questions correctly.

-See Appendix for "Work Values Evaluation," page 85.

1. Enabling Objective: Identify personal values met through school.

Content:

Values are those things we consider important in setting goals. Sometimes our values are the same as those of family and friends. As students mature, the values they hold become more individualized. Life decisions are based on sound reasons if students learn to clarify their values.

Activities:

o Introduce the Worksheet activity with the explanation that a value is an idea held in high regard by a person.

A. Instruct students to complete Column A only of the worksheet.

B. Discuss the worksheets with the entire class. Note similarities and differences in the responses.

-See Appendix for Values Worksheet, page 86.

2. Enabling Objective: Compare personal values met by going to school and work.

Content:

Many of the values met by going to school are also met by having a job.

Activities:

- o Do Part B of the worksheet to answer, "Why would you get a job?"

  Discuss and compare answers from Parts A and B.

B. Competency: Identify behavior characteristics acceptable in the workplace.

Performance Objective:

Using the classroom as a simulated work environment, exhibit acceptable work behavior. The student must earn a rating of "usually" (the mid-point rating) or above in 6 out of 10 areas of a 10 item checklist.

-See Appendix for "Ten Ways to Keep Your Job," page 87.

1. Enabling Objective: Identify behavior characteristics of a good worker.

Content:

The rules a student must follow in school are similar to those he/she will have in the workplace.

Activities:

- o Prepare and post a chart of classroom rules in "job" terminology. The chart can be made from "Ten Ways To Keep Your Job" which is also used for the Pre-test and Post-test activities.

  -See Appendix for "Ten Ways To Keep Your Job," page 87.

- o Use the checklist identical to the chart to obtain the pre-testing rating for each student.

- List and discuss positive worker characteristics. After each characteristic, ask if it applies to school work.

  Include:

  - acceptance of assigned tasks and work station
  - listening to and following instructions
  - accepting criticism
  - accepting supervision
  - friendliness
  - fairness
  - cooperation
  - dependability
  - enthusiasm
  - loyalty
  - being well-groomed
  - being punctual
  - doing your share
  - learning to work with others
  - avoiding arguments
  - keeping personal problems out of the workplace

- Use the checklist to obtain a post-test rating for each student.

III. A.

NAME: ______________________

Evaluation: SELF ESTEEM INVENTORY

Directions: Answer each question completely. Use the back of this paper if you do not have enough space.

---

1. ______________________ List two traits that make up your personality.
2. ______________________
3. ______________________ Name one of your own physical characteristics.
4. ______________________ Name a physical characteristic this is possible for you to change.
5. ______________________ Name a physical characteristic that you cannot change.
6. ______________________ Give a positive, then a negative behavior characteristic that affects a person's popularity with others.
7. ______________________
8. ______________________ Name an ability you have.
9. ______________________ Name and explain your disability.
10. ____

How does your disability affect your life the most?

11. ____

A PICTURE OF ME

Directions: Put the characteristics which tell about you into the correct category inside the picture frame.

Personal Characteristics	Abilities
Disabilities	Interests

Characteristics

1. Watch sports on TV
2. Artistic
3. Talkative
4. Need extra time to learn new things
5. Fixing things
6. Listen to music
7. Get along well with young children
8. Musically inclined
9. Need help communicating
10. Masculine
11. Feminine
12. Walk with crutches or cane
13. Play video games
14. Humerous
15. Read
16. Need help getting around
17. Participate in sports
18. Hearing impaired
19. Go to the mall
20. Quiet
21. Uses a wheelchair
22. Somewhat overweight
23. Talk on the phone with friends
24. Visually impaired

III. A and III. A. Voc.

Directions: Write "I" if the statement is an interest.
Write "A" if the statement is an ability you have.

Abilities and Interests Worksheet

_____ like to play baseball
_____ like to play with young children
_____ passed physical fitness test
_____ am first string baseball player
_____ like to use calculator
_____ can swim well
_____ like to listen to music
_____ go to the mall
_____ like camping
_____ enjoy video games
_____ have good hand writing
_____ spell well
_____ like to cook
_____ can type
_____ try out new hairstyle
_____ like to draw
_____ think reading is fun
_____ can fix a bike

_____ can read well
_____ enjoy building things
_____ play piano
_____ can run fast
_____ watch TV
_____ ride the bus alone
_____ can prepare a whole meal
_____ can play tennis
_____ play chess
_____ like playing handball
_____ like to sew
_____ can make a dress
_____ earn money babysitting
_____ like poetry
_____ like to eat
_____ like to go to sports events
_____ like to ride a bicycle
_____ enjoy going to the beach

Disabilities Test

Directions: Write "T" for True Statements.
Write "F" for False Statements.

______ 1. A disabled student will not be able to get a job after high school.

______ 2. Some physical disabilities are present at birth.

______ 3. Disabled people usually do not get a drivers license.

______ 4. It is better for a person who is disabled to try and hide it from strangers.

______ 5. Employers usually do not hire disabled people.

______ 6. It is not always possible to tell if a person is disabled just by appearance.

______ 7. It is possible for a physically disabled person to use public transportation. (Bus, train, planes)

______ 8. A disabled person is not likely to ever have children.

______ 9. A disabled person often has problems because of their disability that the general public does not.

______ 10. A disabled student needs to begin planning for employment or further training beyond high school.

______ 11. If a person is disabled he or she should probably not plan on getting married.

General Information About Handicaps and People with Handicaps

Definition: The regulations for Public Law 94-142 (The Education for All Handicapped Children Act) list 11 types of handicaps:

1. DEAF

   A hearing impairment so severe that the child is impaired in receiving linguistic information through hearing, with or without amplification.

2. DEAF-BLIND

   Simultaneous hearing and visual impairments, whose combination causes such severe communication and other developmental and educational problems that the child cannot be accommodated in special education programs designed solely for deaf children or blind children.

3. HARD OF HEARING

   A hearing impairment, whether permanent or fluctuating, which is less severe than the definition of "deaf" in this section.

4. MENTALLY RETARDED

   Below average general intellectual functioning existing along with deficits in adaptive behavior and manifested during the developmental period.

5. MULTIHANDICAPPED

   Several simultaneous impairments (such as mental retardation and blindness; mental retardation and orthopedic impairments; and so forth), the combination of which causes such severe educational problems that the child cannot be accommodated in special education programs designed solely for one of the impairments. (This definition does not include a deaf-blind child.)

6. ORTHOPEDICALLY IMPAIRED

   A severe orthopedic impairment , including an impairment caused by a birth defect (e.g., clubfoot, absence of an extremity), an impairment caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairment from any other cause (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

7. OTHER HEALTH IMPAIRED

   An autistic condition manifested by severe communication and other developmental and educational problems; or limited strength, vitality, or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

8. SERIOUSLY EMOTIONALLY DISTURBED

A condition in which the individual exhibits one or more of the following characteristics over a long period of time and to a marked degree: An inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. (This definition includes children who are schizophrenic).

9. SPECIFIC LEARNING DISABILITY

A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include a learning problem which is primarily the result of a visual, hearing, or motor handicap, of mental retardation, or of environmental, cultural, or economic disadvantage.

10. SPEECH IMPAIRED

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment.

11. VISUALLY HANDICAPPED

A visual impairment, with or without correction. The definition includes both partially sighted children and blind children.

Prevalance
In the school year 1981-82, over 4.2 million children received special education and related services in public schools.

References: Blackhurst, A. E., & Berdine, W. H. An Introduction to Special Education. 1981. (Little, Brown & Co., 34 Beacon Street, Boston, MA 02106)

From: National Information Center for Handicapped Children and Youth
P. O. Box 1492, Washington, D. C. 20013

PERSONAL SUCCESS WORKSHEET

Directions:

Can you think of a problem you have had regarding your own disability? Maybe you had a very creative way of solving it. Or, maybe you have an idea of how you plan to solve it. Complete the worksheet, stating your problem, how you solved it, or how you plan to solve it.

PROBLEM	HOW I SOLVED IT	HOW I PLAN TO SOLVE IT

III.C.

Name ____________________

EVALUATION OF APPROPRIATE BEHAVIOR

Directions to teacher: Score the student on the following items.

	ACCEPTABLE		UNACCEPTABLE	
	ALWAYS	MOST OF THE TIME	SELDOM	NEVER
Contributes to class discussion on identifying acceptable and unacceptable behavior				
Successful completion of: Restaurant Worksheet # 1				
Worksheet # 2				
Worksheet # 3				
Field Trip to Restaurant: Orders meal clearly and politely				
Demonstrates good table manners				
Leaves eating area neat				
Shows acceptable behavior in classroom including - friendliness, concern for others, honesty, etc...				
Demonstrates sensitivity to the emotions of others.				

Good Morning

Breakfast Hours: 7:00 AM - 10:00 AM

The Pointer

A Stack of griddle cakes with warm syrup, whipped butter, choice of ham, sausage or bacon, juice, garnished with orange wedge and parsley.

$3.25

The Express

Danish, juice, tea or coffee

$1.75

Thayer Benedict

English muffin topped with two poached eggs, Canadian bacon and our own Hollandaise sauce, garnished with orange wedge and parsley. $4.75

A Fluffy 3 Egg Omelette

Your Choice of Any Two:

(additional selections - .75

Swiss Cheese	*Diced Tomato*
Cheddar Cheese	*Alfalfa Sprouts*
Diced Ham	*Green Onion*
Sliced Mushrooms	*Baby Shrimp*
Crab Meat	*Diced Bacon*

Cottage fries, toast, orange wedge, parsley.

$3.95

The Riverman

Two eggs any style, choice of ham, bacon or sausage, juice, cottage fries, toast, orange wedge and parsley.

$3.95

The Lightweight

One egg any style, juice, cottage fries, toast. Garnished with orange wedge and parsley.

$2.25

French Toast

Topped with powdered sugar, served with hot syrup and whipped butter, garnished with orange wedge and parsley choice of ham, sausage or bacon $3.25

Side Orders

Coffee	*.65*
Sanka	*.65*
Tea	*.65*
Hot Chocolate	*.75*
Milk	*.65*
Juice	*1.25*

Fresh Melon, in season	*1.50*
Fresh Grapefruit Half	*1.25*
Stewed Prunes	*1.25*
Toast	*.95*
Danish Pastry	*.95*
English Muffin	*.85*

One Egg	*1.00*
Two Eggs	*1.85*
Cottage Fries	*.75*
Hot or Cold Cereal	*.95*
Griddle Cakes	*1.75*
Bacon, Ham or Sausage	*1.95*

READING THE BREAKFAST MENU

1. If you want a fried egg, wheat toast, orange juice, and milk, can you get it?

2. Would the food in #1 above cost more than "The Lightweight" breakfast?

3. Do you think you can get oatmeal at this restaurant? If so, how much does it cost?

4. How much would the French Toast breakfast, ham, and coffee cost?

5. What does "Fresh Melon, in season," mean?

6. Could you get a breakfast of two scrambled eggs, English muffin, and coffee? If so, what would it cost you?

7. List a breakfast that you would like to order from this menu and then write what the cost will be.

MENU PUZZLE

Can you match the term in Column A with its meaning in Column B? If so, draw a line between the two.

COLUMN A	COLUMN B
English	salt water fish
filet mignon	cheese
cheddar	beverage
coffee	muffin
lettuce	shrimp cocktail
eggs	steak
rainbow trout	salad
appetizer	fresh water fish
halibut	scrambled
a la mode	crepe
petite	with ice cream
pancake	small

CALL FOR A RESERVATION

Many restaurants accept reservations for seating guests at certain times. Some restaurants do not. However, if you are planning to go to a popular full service restaurant during its peak serving time, it is a good idea to call early and ask for a reservation. That way, you will not have to wait in line before you can be seated.

When you call for reservations you should give the following information:

a. Date or day you want the reservation
b. Time you want the reservation
c. The number you will have in your party
d. Any special requests such as a seat near the window or a birthday cake
e. For physically disabled students, inquire if the restaurant is accessible (entrance, restrooms, etc.)

Let's practice. Act like you are calling a restaurant and want a reservation for each of these situations.

1. You are calling Ben's Steak House for a reservation for two people at 7:30 on Saturday night.

2. You are calling The Road House Restaurant for a reservation for four people. You want a seat in their Red Room near the fireplace. You plan to arrive at 8:00 on Friday night.

3. You want reservations for a birthday party at Maxie's Diner. There will be six people. Ask for a small surprise birthday cake. You plan to arrive at 7:30 p.m. Monday.

4. You are taking your date to the famous French restaurant, Le Crepe. You want a romantic table near the orchestra. You plan to arrive at 8:30 on Saturday night. Emphasize that this is a really special night and you want a good table.

A DINNER MENU

THE BLACK ANGUS INN

DINNER MENU

Small 8 oz. Sirloin	$ 6.95
Regular 12 oz. Sirloin	7.95
"Royal Cut" 16 oz. Sirloin	9.95
Filet Mignon, 8 oz.	8.50
Shish kebab	7.95
Lobsters from Maine	10.50
Surf 'n Turf (Lobster with 8 oz. Sirloin)	13.50
Beef Ribs-- All you can eat	8.95
Beef Ribs--a full meal	6.95
Salad Bar	2.95
Clam Chowder--cup	.95

Baked Potato	$ .60
Mixed Vegetables	.90
Fried Mushrooms	1.25

DESSERTS

Ice Cream Desserts	Ask Waiter
Deli Cheese Cake	1.75
Assorted Pies	1.25
A La Mode	1.75

BEVERAGES

Coffee, Milk, or Tea	.65
Soft Drinks	.85

** SALAD AND BREAD IS SERVED WITH EACH MEAL **

Hours

11:30 AM -- 2:00 PM
5:00 PM -- 11:30 PM

A DINNER MENU--CONTINUED

1. What is served with each dinner?

2. How much would the following meal cost?

   8 oz. Sirloin
   Baked Potato
   Bread
   Salad
   Pie
   Iced Tea

3. If the waitress asked you how you want your steak cooked, what would you say?

4. If you ordered "shish kebab," what would you get?

5. If you wanted a dish of strawberry ice cream for dessert, what would you do?

6. If you ordered apple pie a la mode, what would you get?

7. If you wanted lobster and a steak, what would be the least expensive way to order them?

CHECK THE BILL!

Check these checks and see if they are figured right. The items are from THE BLACK ANGUS INN. You ought to see if the prices are right! Check the addition too!

Guest Check

DATE	SERVER NO.	PERSONS	GUEST CHECK NO.
4/30	Bill	2	23.4

1	12 oz Sirloin	7	95
1	Lobster	10	50
2	Teas	1	30
2	Pies, Apple	2	50
2	Coffees	1	20
		23	45
	TAX		93
	Total	25	38

Guest Check

DATE	SERVER NO.	PERSONS	GUEST CHECK NO.
4/23	Mary	1	567

1	Small 8 oz. Sirloin	6	85
1	BAKED Potato		60
1	Tea		65
		8	10
	TAX		32
	Total	8	42
	THANKS!		

COMPUTE THE TIP

Figure 15% tips for problems 1, 2, and 3. Here is how to do it.

Bill for Lunch: $4.20

Formula: 10% + 5% = Tip

Step 1:	Take 10% of the bill	$ .42
Step 2:	Take 1/2 of the answer in Step 1	+ .21
Step 3:	Add the two together	.63
Step 4:	Round off the total	.60

1. Bill for dinner: $ 10.00

10% =

5% =

__________ Leave this tip: __________

2. Bill for breakfast: $ 2.10

10% =

5% =

__________ Leave this tip: __________

3. Bill for dinner: $ 12.60

10% =

5% =

__________ Leave this tip: __________

III. D.

NAME: ____________________

DATE: ____________________

SCORE: ____________________

Evaluation: CHECKLIST on METHODS of COMMUNICATION

Directions to Teacher: Use checklist for each student. For each category, mark accordingly: "YES", if the student is able to perform the task. "NO", if not.

	YES	NO	
1.			Demonstrate the use for a method of communication appropriate for personal use.
2.			Identify the disability group(s) that use this method.
3.			Identify others who benefit from this method.
			TOTAL

III. D.

METHODS OF COMMUNICATION

Directions: Put an "X" in the proper column.

	BRAILLE	SIGN LANGUAGE	COMMUNICATION BOARD	TDD
1. Who uses each method? Blind People				
Families of Blind People				
Deaf People				
People with Cerebral Palsy				
Families of Deaf People				
Families of Cerebral Palsy People				
2. How is each method used?				

III. E.

PRE/POST ATTITUDE TEST

PLEASE CIRCLE THE BEST ANSWER:

1. Sexual assault is: (choose the best definition)

   a. a woman is walking alone at night; a stranger jumping out from behind a bush and forcing her to have sex;

   b. forcing or tricking a person into sexual touching when she/he doesn't want to be touched;

   c. someone who does not have a disability having sex with someone who does have a disability;

   d. a man using a weapon (such as a knife or gun) to force a woman to have sex with him.

2. Sexual assault includes:

   a. exposing one's genitals to frighten or scare someone;

   b. an adult forcing or tricking a child into sexual touching;

   c. a husband forcing his wife to have sex when she says she doesn't want to;

   d. an obscene phone call, where someone you don't know says nasty things over the phone;

   e. all of the above.

PLEASE INDICATE IF THE STATEMENTS BELOW ARE TRUE OR FALSE.

3. ____ When someone gives you a hug, it always makes you feel good.

4. ____ Sexual assault could happen on a first date.

5. ____ Sexual assault can happen to men, women, and children.

6. ____ Assertiveness means being more aggressive with people you don't like.

7. ____ Blind, deaf or disabled people are not likely to be sexually assaulted because rapists feel sorry for them and wouldn't assault them.

8. ____ A blind person could prosecute a rapist using non-visual methods of identification, such as voice or touch.

9. ____ A deaf person could never prosecute a rapist because police departments cannot obtain interpreters for communication.

(TRUE/FALSE CONTINUED)

10. ____ If you stay away from strangers and don't go out alone at night, you will never be sexually assaulted.

11. ____ It's a good idea not to let strangers into the house without identification.

12. ____ If you are sexually assaulted, you should report the crime to the police and go to the nearest hospital emergency room.

13. ____ If you were sexually assaulted a long time ago, it's best to try to forget about it. Don't tell anyone.

14. ____ Incest (where a child is sexually assaulted by someone in the family) is against the law.

15. ____ If a woman meets a man in a bar and decides to let him take her home, she is really saying "I want to have sex with you."

16. ____ Women often say they don't want to have sex with men when they really do want sex so, if you are with a woman who says she doesn't want sex, you should force her into it.

17. ____ If a woman (or girl) goes out on a date with a man (or boy) and the man pays for the food, the woman should have sex with him to say "thank you" even if she doesn't really want to.

18. ____ People who have been sexually assaulted often feel worthless and dirty.

19. ____ If you have been sexually assaulted and you tell someone and they don't believe you, you should tell someone else.

CHOOSE THE BEST ANSWER:

20. If a friend tries to hug you and you don't want to be hugged, you should:

    a. move away and not say anything;

    b. hug the person back so you don't hurt their feelings;

    c. say something like "I like you, but I don't want a hug now";

    d. push the person away and yell "leave me alone."

Handout - Vocabulary Terms

1. SEXUAL CONTACT (Also called Sexual Touching)
   touching between two people; it can include hugging, kissing, touching each other's genitals and breasts, and intercourse. When both people want it to happen it feels good, but when one person doesn't want it to happen it does not feel good. It is sexual assault.

2. SEXUAL ASSAULT
   (sex'.u.al as.sault') forcing or tricking a person into sexual touching when she or he doesn't want it to happen (also called sexual abuse). There are many kinds of sexual assault:
   a. Child Sexual Assault: forcing or tricking a child into sexual touching.
   b. Incest: sexual touching between family members who are not married. It can be between people of the opposite sex or the same sex. The offender is usually a close relative, such as a parent, grandparent or sibling of the victim.
   c. Same-Sex Assault: when a man assaults a man, or a woman assaults a woman.
   d. Rape: when one person forces another person into sexual touching against his/her will. Often a weapon is used.
   e. Acquaintance Rape: (ac.quain'.tance rape) when a person is raped by someone they know, such as a friend, neighbor or classmate.
   f. Marital Rape: (mar'.i.tal rape) when a husband forces his wife into sexual touching or when a wife forces her husband into sexual touching.
   g. Exposer: (ex.pos'.er) someone who shows their genitals to someone to shock or scare the person. Exposing is considered sexual assault even though it does not involve touching. Generally, the exposer is a man.
   h. Obscene Phone Call: (ob-scene' phone call) when someone calls and breathes into the phone, doesn't say anything or says things to scare you. The caller may talk about ways he wants to touch your body or ways he wants you to touch his body. The caller is usually a man, but it can be a woman. The purpose of the call is to scare the person.

3. BODY PARTS
   a. Genitals: (gen'.it.als) area between the legs of males and females. The sex organs (vagina and penis).
   b. Breasts: located on the upper front part of the body of both males and females.
   c. Anus: (a'.nus) the opening between the buttocks. (Also called rectum: rec'.tum).

4. OFFENDER
   (of.fen.der) someone who commits or does a crime. In this case, it is the person who sexually assaults or rapes someone. The person can also be called a rapist (rap'.ist) or assailant (as.sail'.ant).

5. VICTIM
   (vic'.tim) the person who is hurt by the crime; the person who is the object of the crime. In this case, it is the person who is sexually assaulted.

6. VULNERABLE
   (vul'.ner.a.ble) open to physical injury or attack. Easily hurt. Vulnerable to sexual assault means that sexual assault can happen.

7. MYTH
   mistaken or wrong ideas believed by many people to be true.

8. FELONY
   (fel'.o.ny) a major crime such as murder or rape.

9. PROSECUTE
   (pro'.se.cute) to take court action against (to prosecute the offender).

10. ASSERTIVE
    (as.ser'.tive) a positive or confident way of acting; self-confident; sure of yourself. Thinking, speaking or acting on your own thoughts, feelings or desires, taking into account the wishes and feelings of others.

11. VENEREAL DISEASE (VD)
    (ve.ne'.re.al di.sease) an infection you can get by having sexual intercourse with someone who already has VD. Examples of VD are syphilis and gonorrhea.

12. AGGRESSIVE
    (ag.gres'.sive) a forceful, dominating, or hostile way of acting. Acting on your own thoughts with no regard for the feelings of others.

13. SUBMISSIVE
    (sub.mis'.sive) a humble, compliant way of acting. To yield oneself to the authority or will of another person with no regard for one's personal desires.

III. E.

FACTS ABOUT SEXUAL ASSAULT

1. What is sexual assault? Sexual assault means forcing or tricking someone into sexual contact when the person doesn't want it to happen. It is against the law. It includes child sexual assault, incest, same-sex assault, rape, acquaintance rape, marital rape, exposing and obscene phone calls.

2. Who can be sexually assaulted? Many people believe that only young, beautiful, attractively dressed women are sexually assaulted. Anyone can be a victim no matter what they look like or how old they are. Victims are of any age, size, race, appearance and social class.

   There is also evidence that men, as well as women, are being sexually assaulted. It is hard to tell how often this happens because men often don't report the crime, although studies show that one of every 10 males under age 18 is sexually assaulted. Men of any age can be assaulted. Sexual assaults of men are usually extremely violent. Often a weapon is used. These assaults are usually made by men, but women can be offenders too.

   Deaf people are also being sexually assaulted. It is difficult to know how often this happens because the crimes are often not reported. Rapists may look for people that they think are vulnerable to assault. A rapist may think that a deaf person could not cry out during an assault or tell someone about it afterwards. Even though this isn't true, this belief may make deaf people more likely to be assaulted than other people.

3. Where do sexual assaults happen? Sometimes people are sexually assaulted when they are out alone at night. Studies show that one-third to one-half of all sexual assaults occur in the victim's home and that over half of all sexual assaults occur in a private residence. Sexual assaults occur in large cities, small towns, urban rural areas -- anywhere!

4. Who are the offenders? Anyone can be an offender...It could be a stranger, but it will more likely be an acquaintance, such as a friend or relative. At least two-thirds of all reported sexual assaults occur between acquaintances. It could be a hearing or a deaf person. Many people think that only "sick" or "insane" men are rapists. Rapists cannot be easily identified by appearance, dress or behavior. Rapists act normal, have families, jobs and friends. However, rapists are more violent than other people. It is this violence that makes a rapist dangerous.

5. Why do people rape? The rapist wants to have power over the victim. Many people believe that rapes occur because a man sees an attractive woman and can't control himself. This is not true. Most sexual assaults are at least partially planned. The offender plans to assault someone. It could be a stranger or the victim may be an acquaintance. Rapists generally have poor social relationships with the opposite sex, a poor self-image and see people as sex objects without feelings. Rape is a crime of violence and hate. Sex is used as a way to hurt and humiliate the victim.

6. Do people like to be sexually assaulted? No. In the majority of sexual assaults, the victim is told s/he will be killed or hurt. When a child is sexually assaulted, threats or bribes are often used to get the child to cooperate. Looking nice, dressing attractively or being out alone at night doesn't mean the person wants to be sexually assaulted. People don't "ask for it."

7. If a person agrees to go out on a date with someone, does that mean they want to have sex? No. People go out on dates for a variety of reasons such as friendship and companionship.

8. Do many people claim to be sexually assaulted when it didn't really happen? No. Studies show that only two percent of sexual assault calls to the police are false reports. This is no higher than false reports of other major crimes.

9. Could a deaf person ever prosecute an offender for a sexual assault? Yes. Police departments and courts must provide interpreter services to hearing impaired individuals upon request. So, a hearing impaired person could file a complaint against an offender.

10. Can sexual assault result in pregnancy? Yes. Anytime the penis enters the vagina pregnancy is possible. Victims of sexual assault should go to the hospital to be checked for pregnancy.

III. E.

APPENDIX - POSTERS

Description of Posters

1. Female body parts.
2. Male body parts.
3. Two people greeting after a long separation.
4. One person giving another person a hug; the receiver doesn't want to be hugged.
5. Two people arm wrestling.
6. Two people exchanging valentines.
7. One person walking down the street; several others pointing and laughing at him.
8. A boy pulling up a girl's dress.
9. A man on a bus placing his hand on a woman's leg.
10. Two people petting a cat.
11. A woman offering assistance to a lost child.
12. Someone putting their feet on someone else's wheelchair.
13. Someone helping a person using crutches onto a bus.
14. A woman sitting on a man's lap; the man is in a wheelchair.
15. Someone patting a woman in a wheelchair on the head.
16. Someone assisting a person in a wheelchair with a transfer.
17. A driver stopping to pick up a hitchhiker.
18. A man answering the door which is chained.
19. A woman talking to a man in a restaurant.
20. A deserted street with a woman walking alone.

NOTE TO TEACHER: These pages can be duplicated and used for worksheets or handouts. Transparencies can be made for use on the overhead projector.

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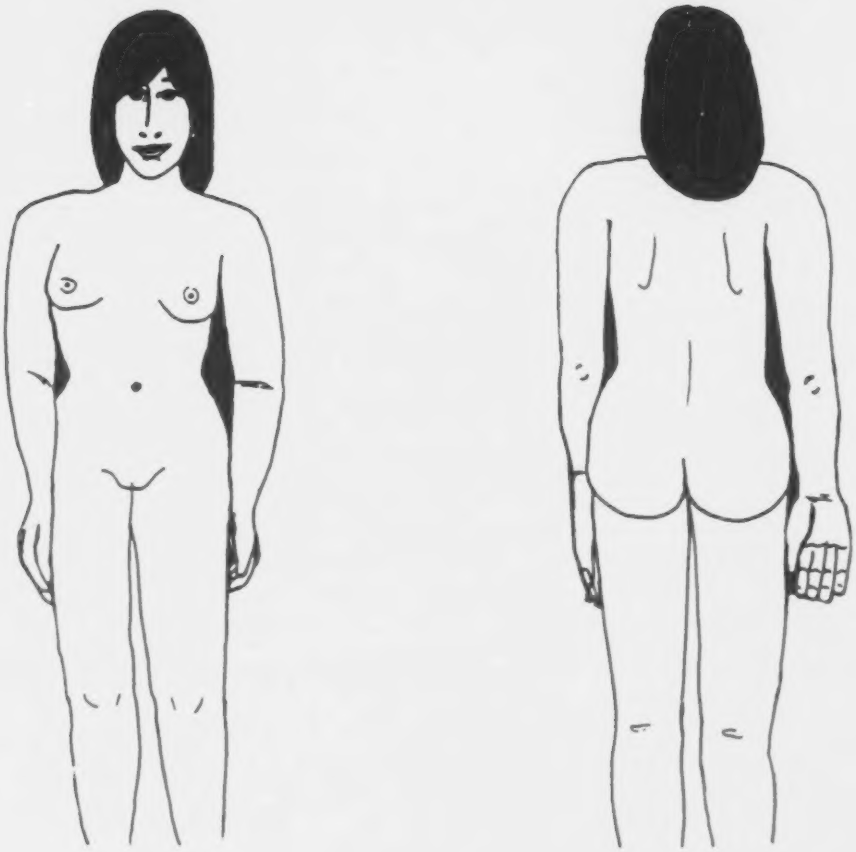

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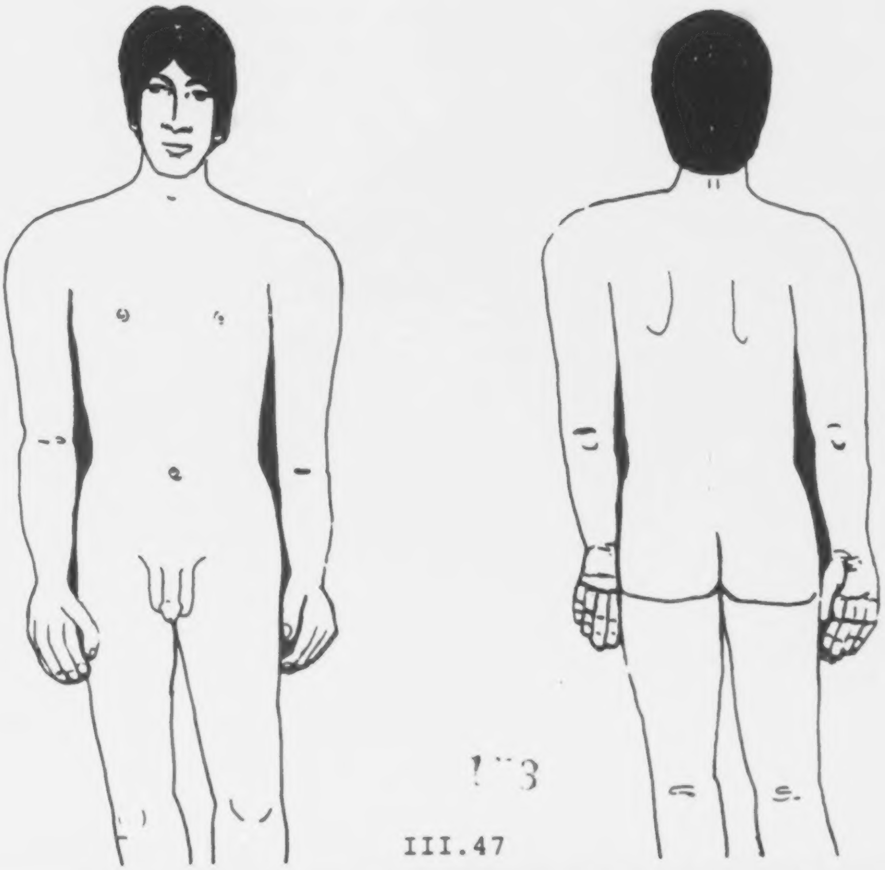

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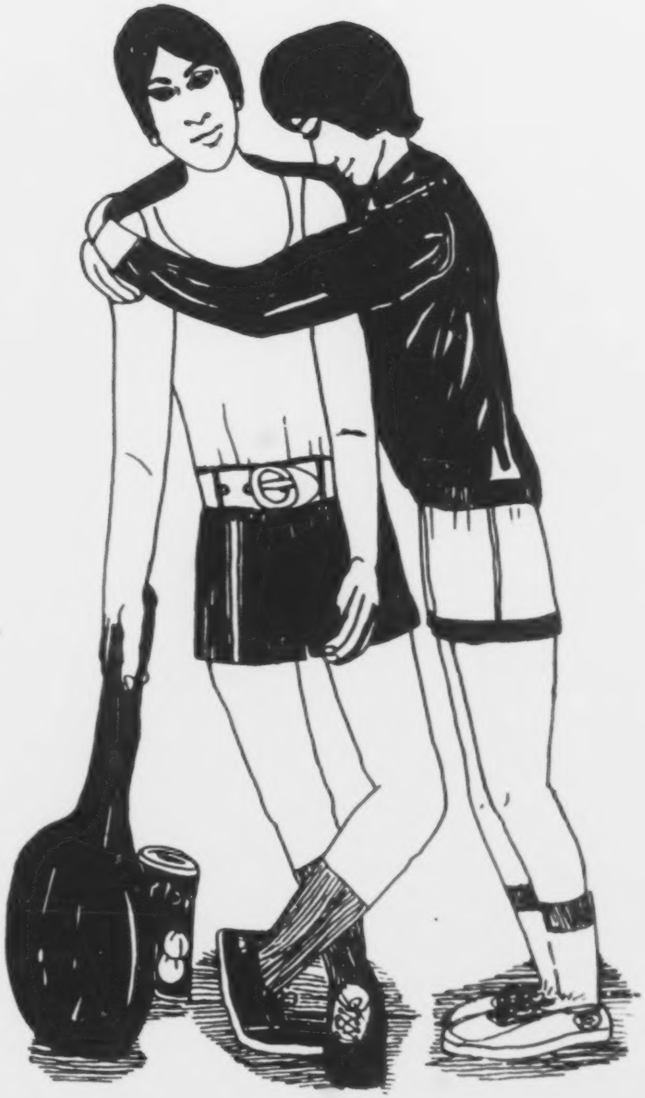

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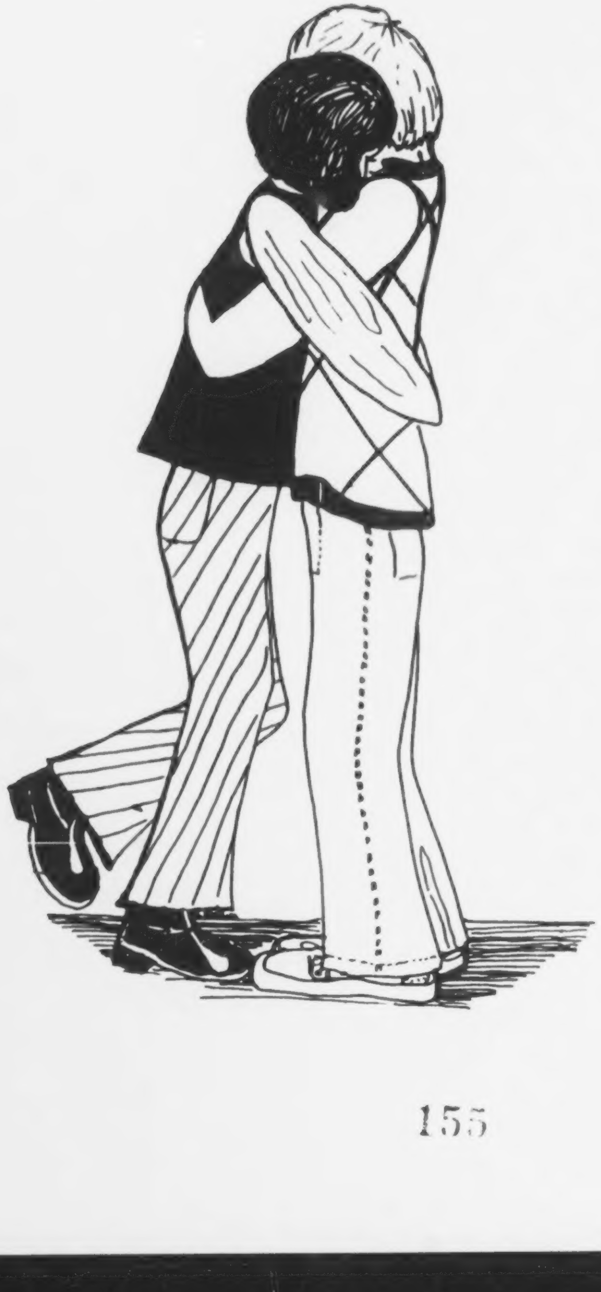

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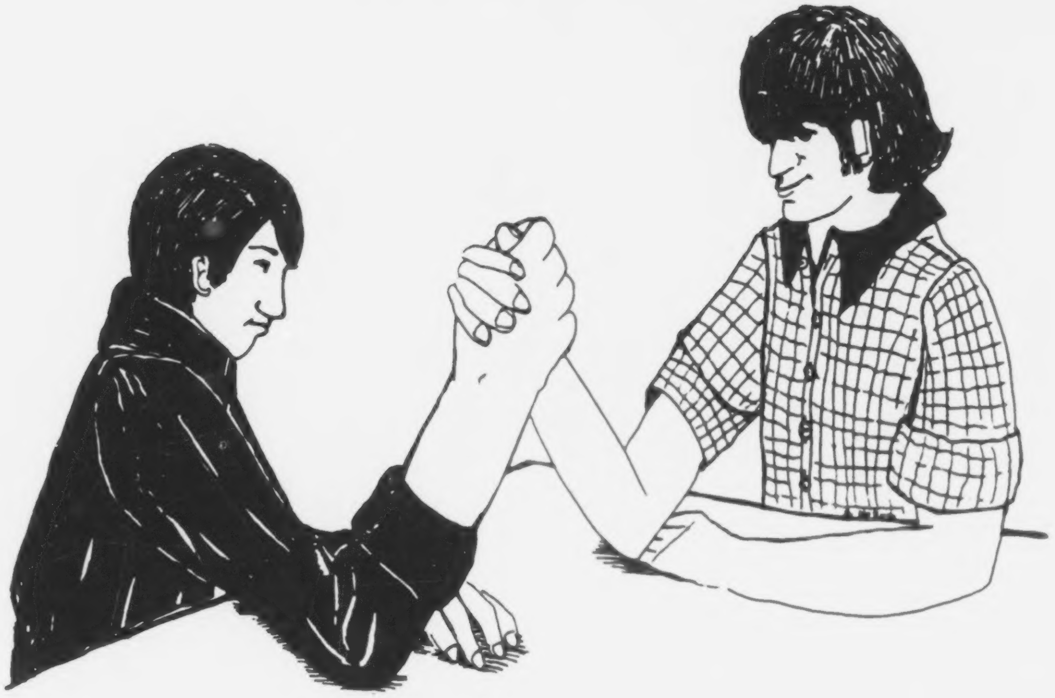

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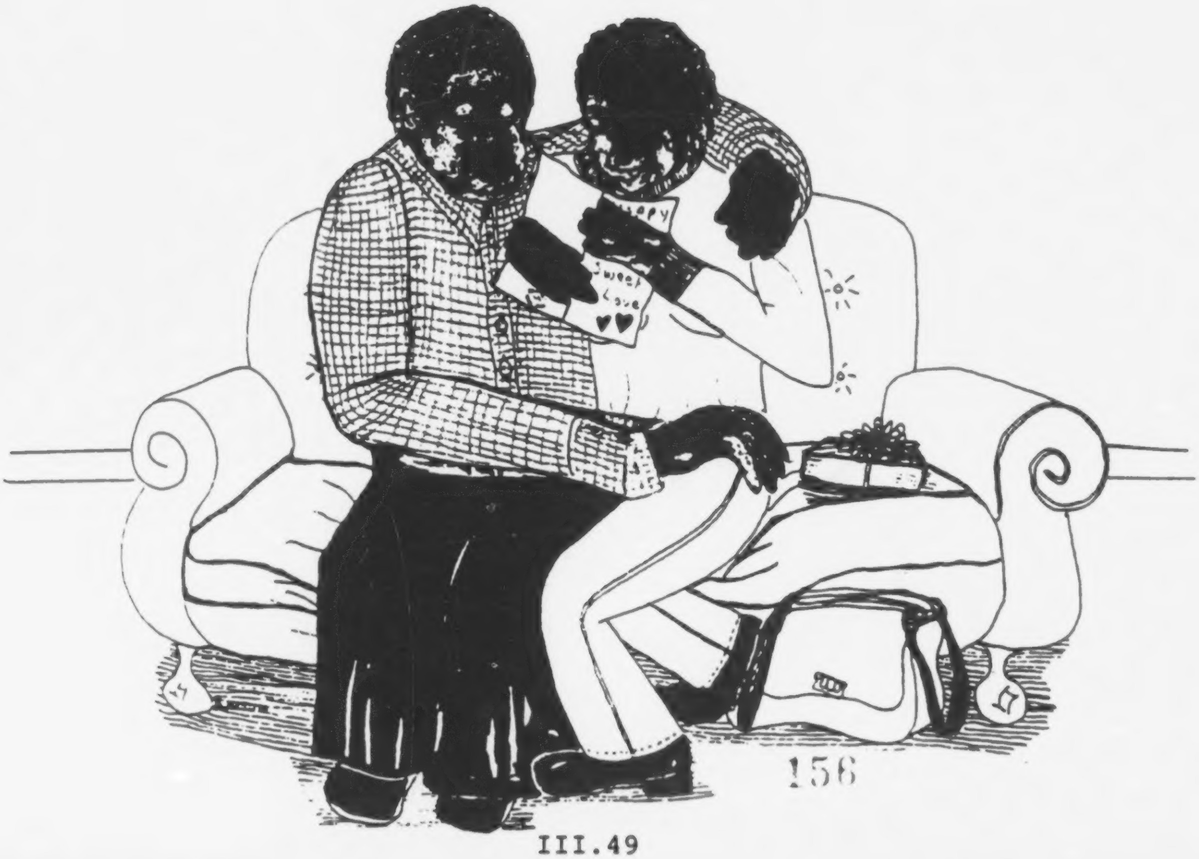
Happy
Sweet
Love

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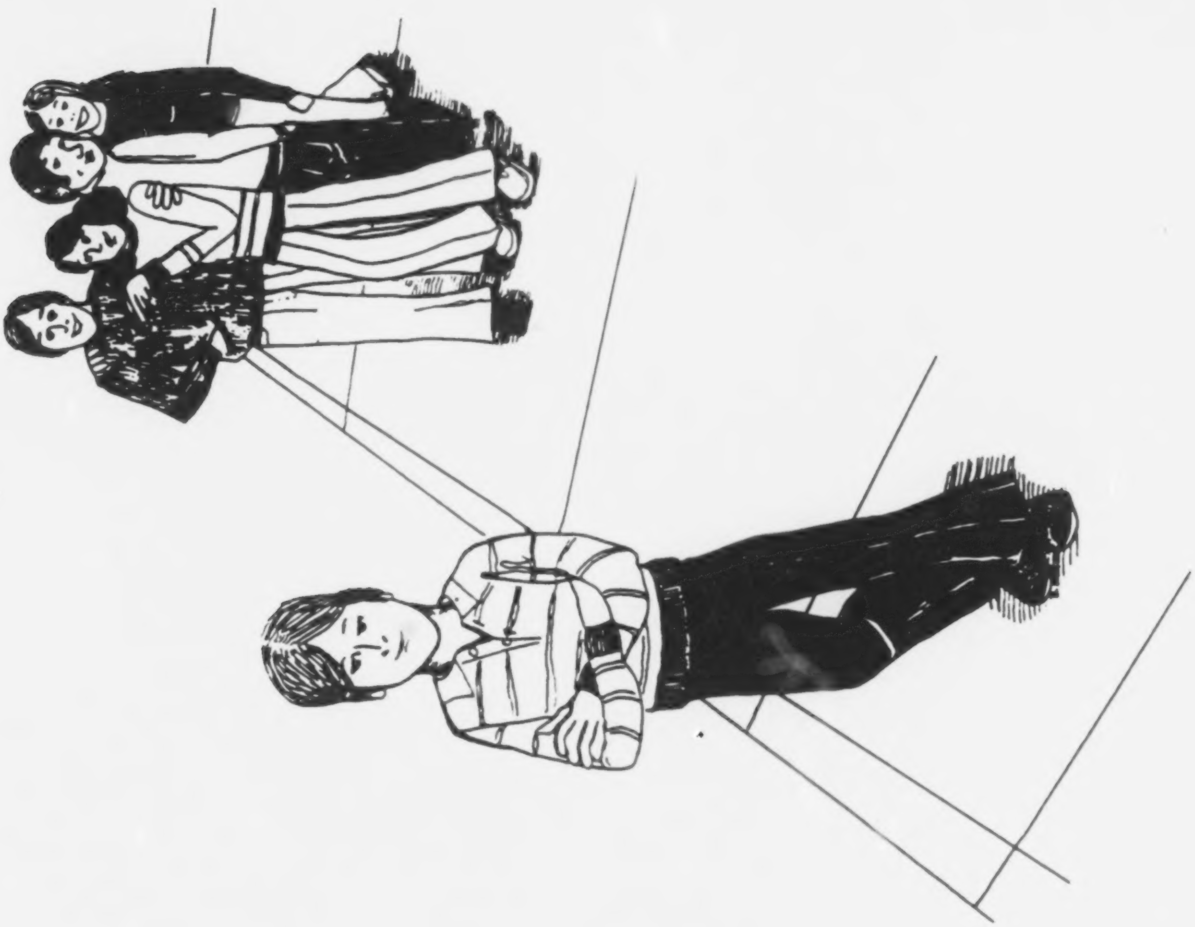

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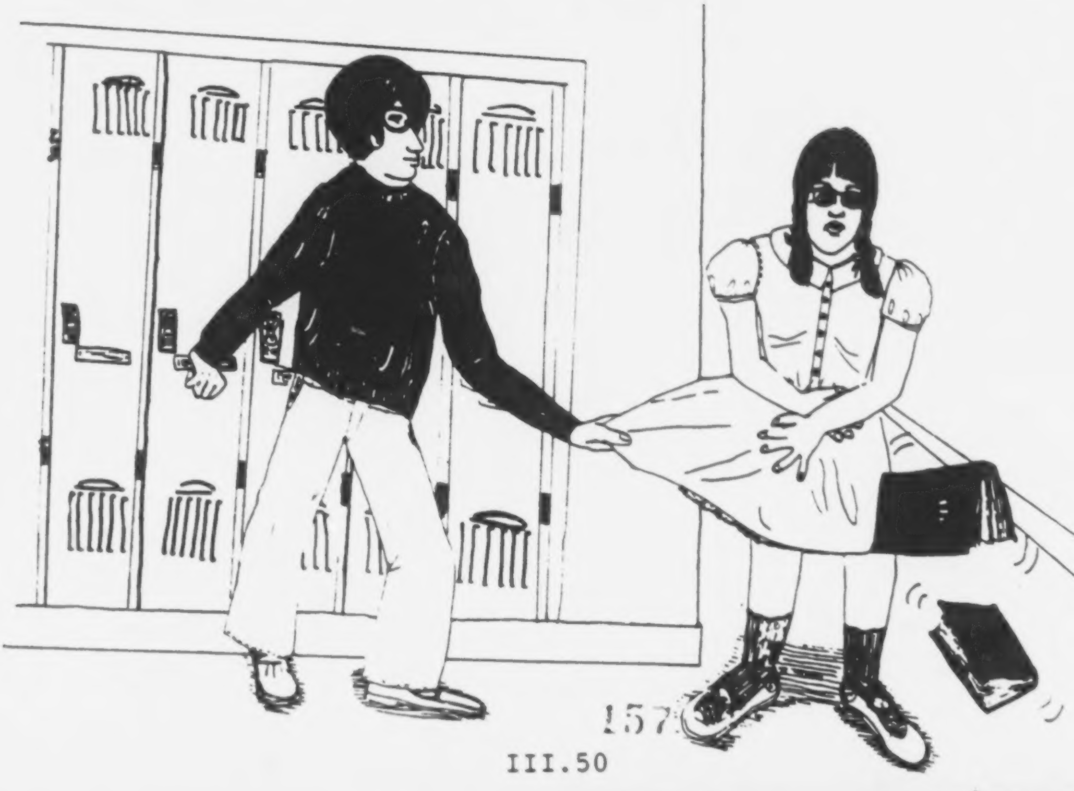

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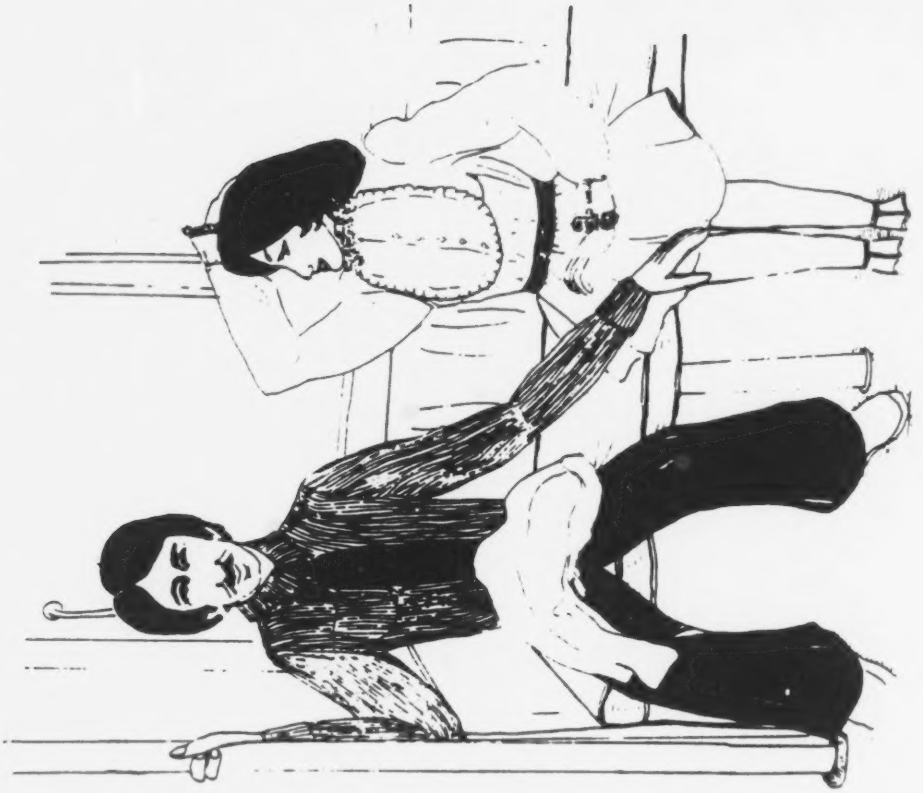

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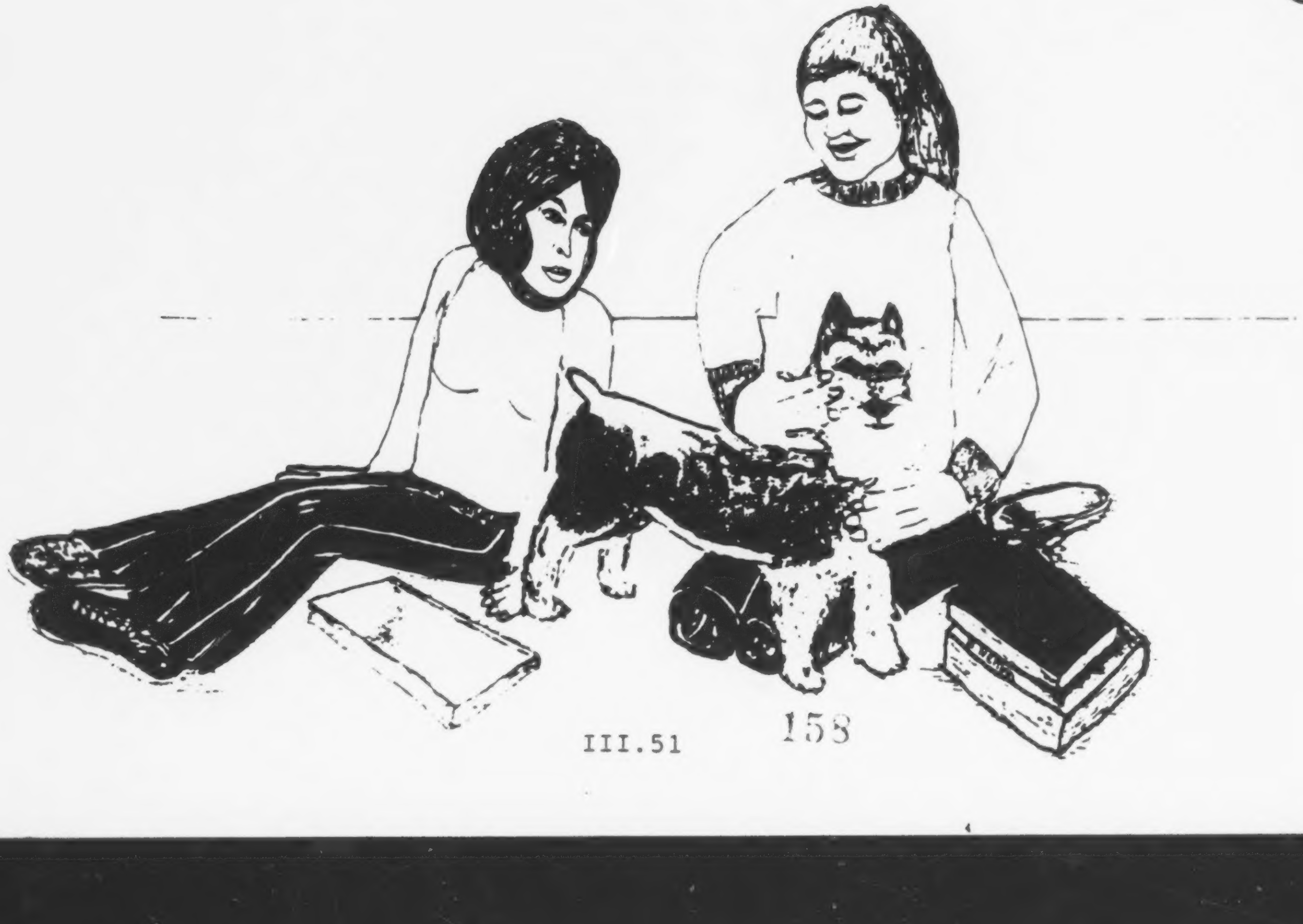

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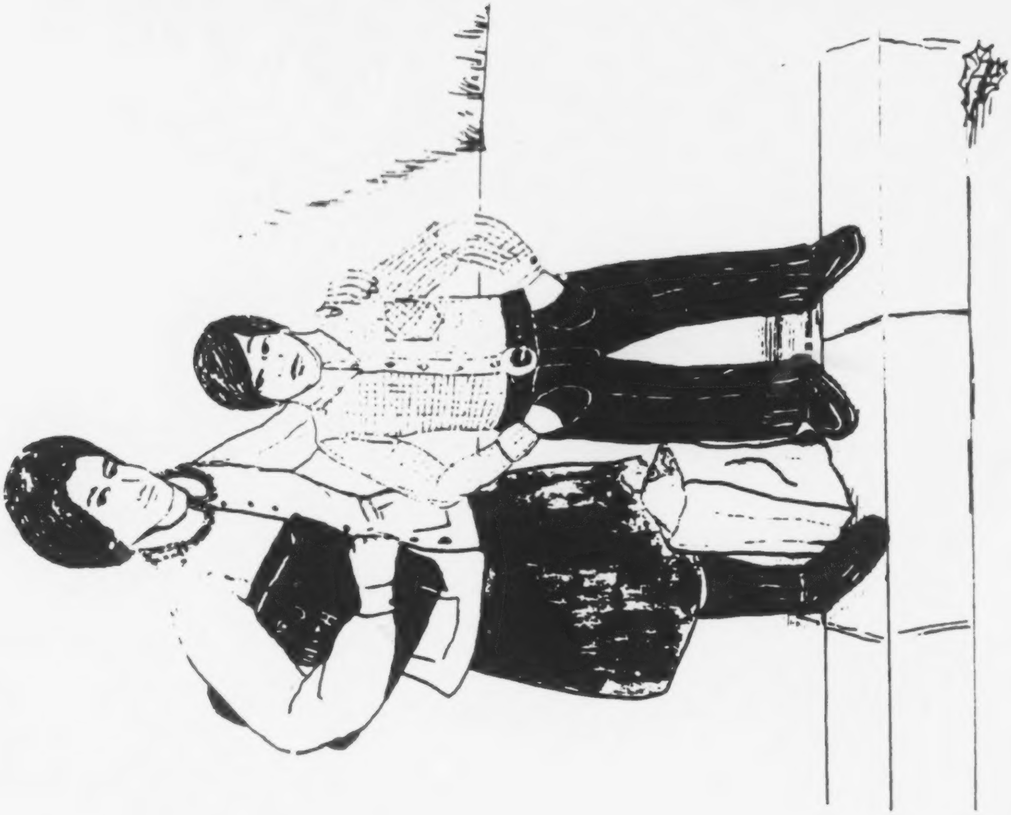

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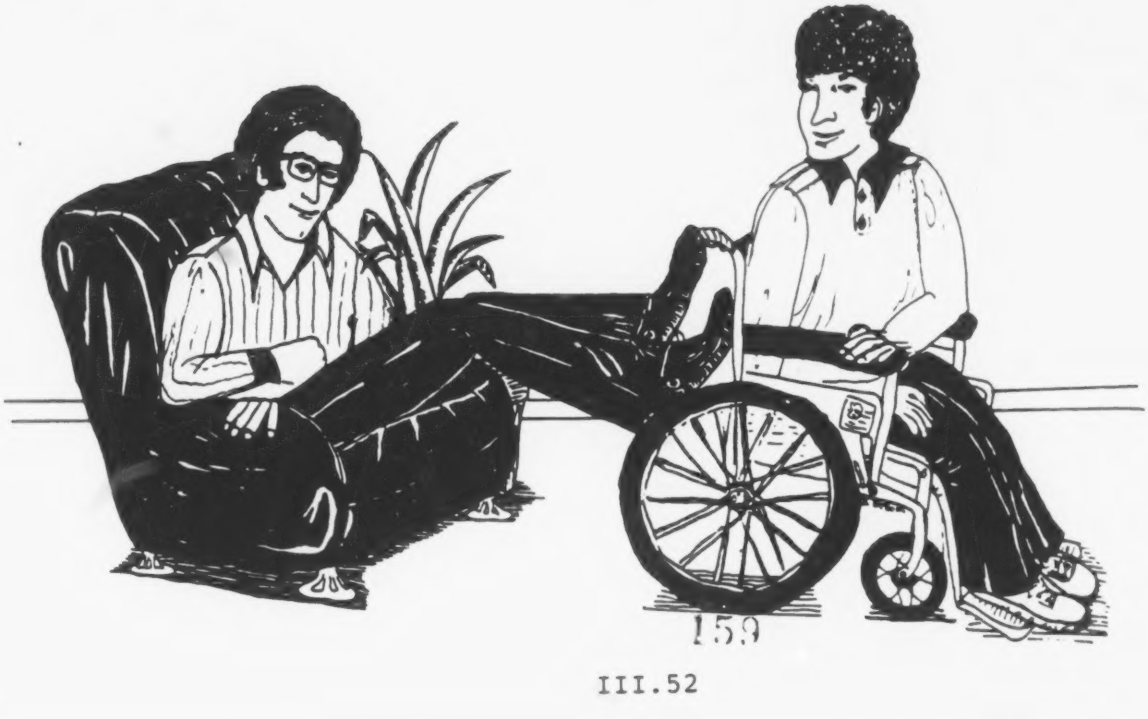

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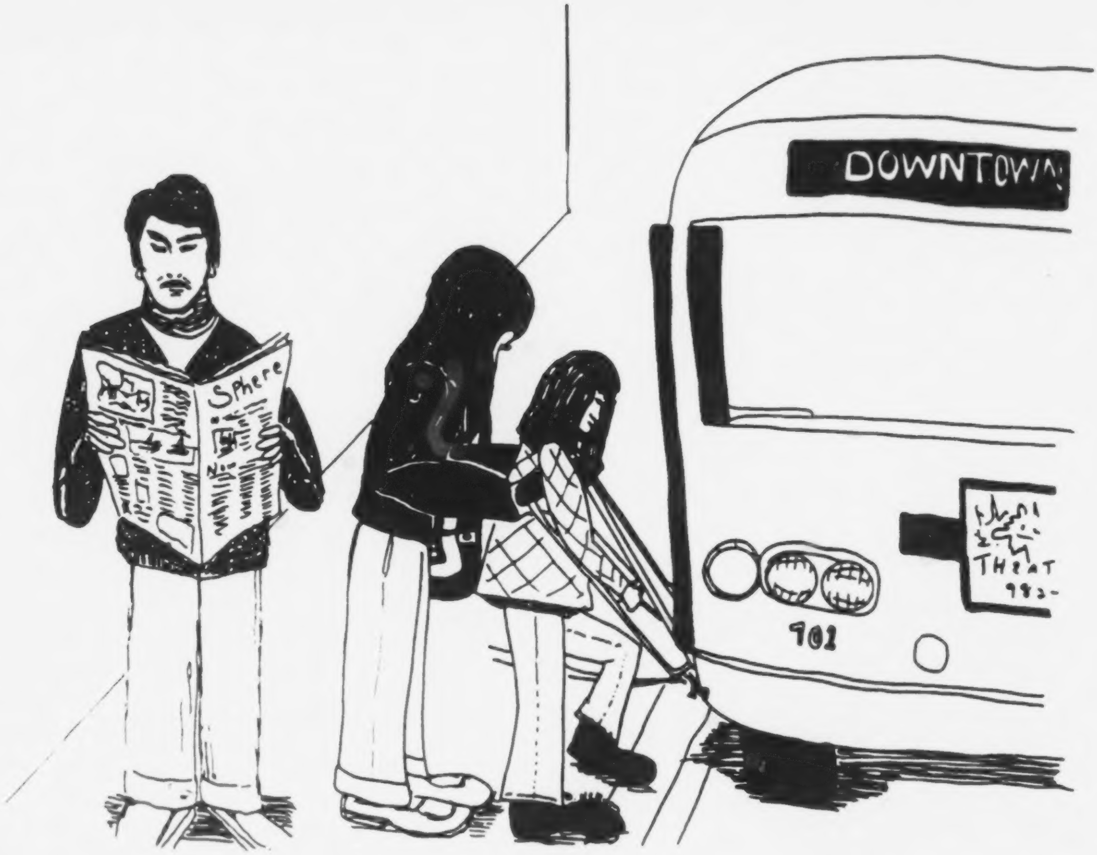
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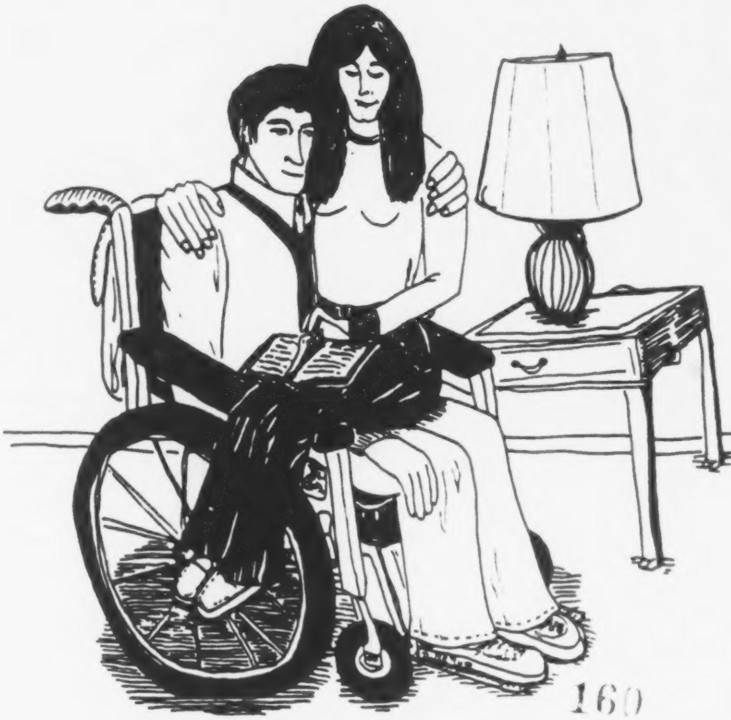

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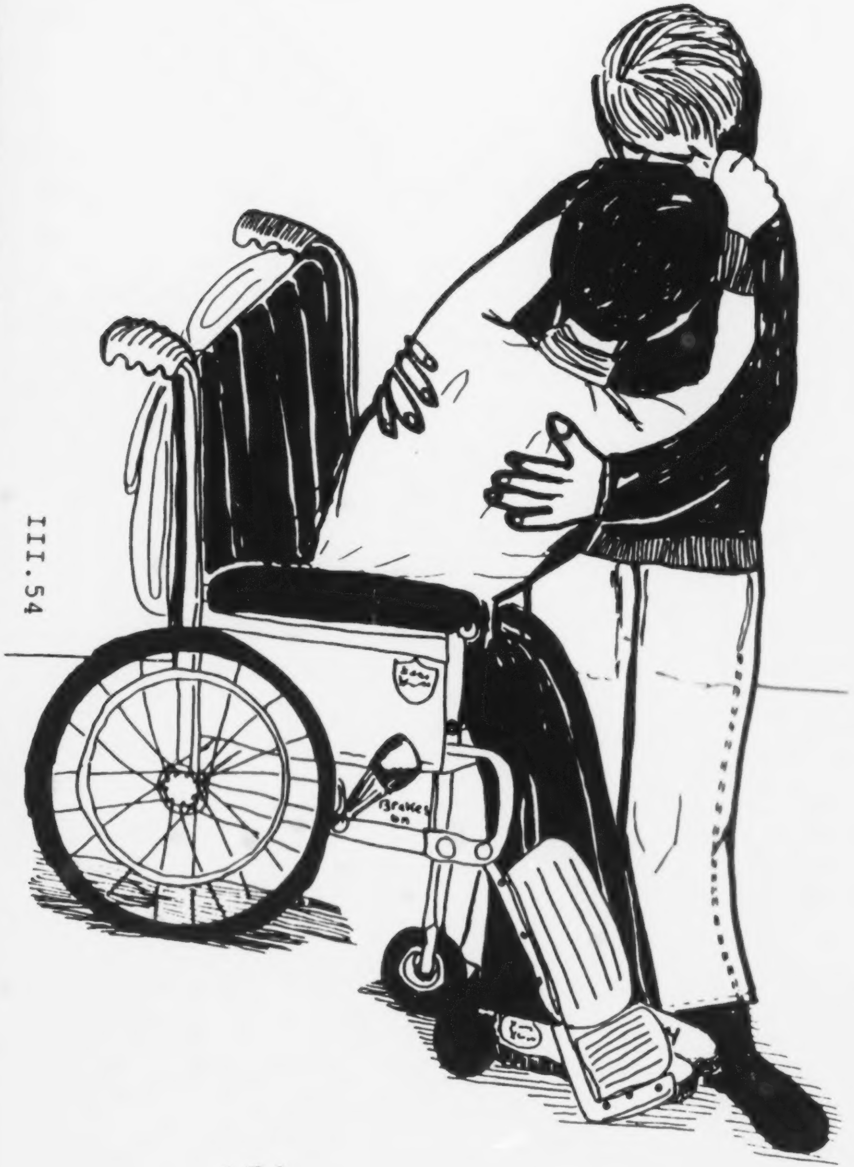

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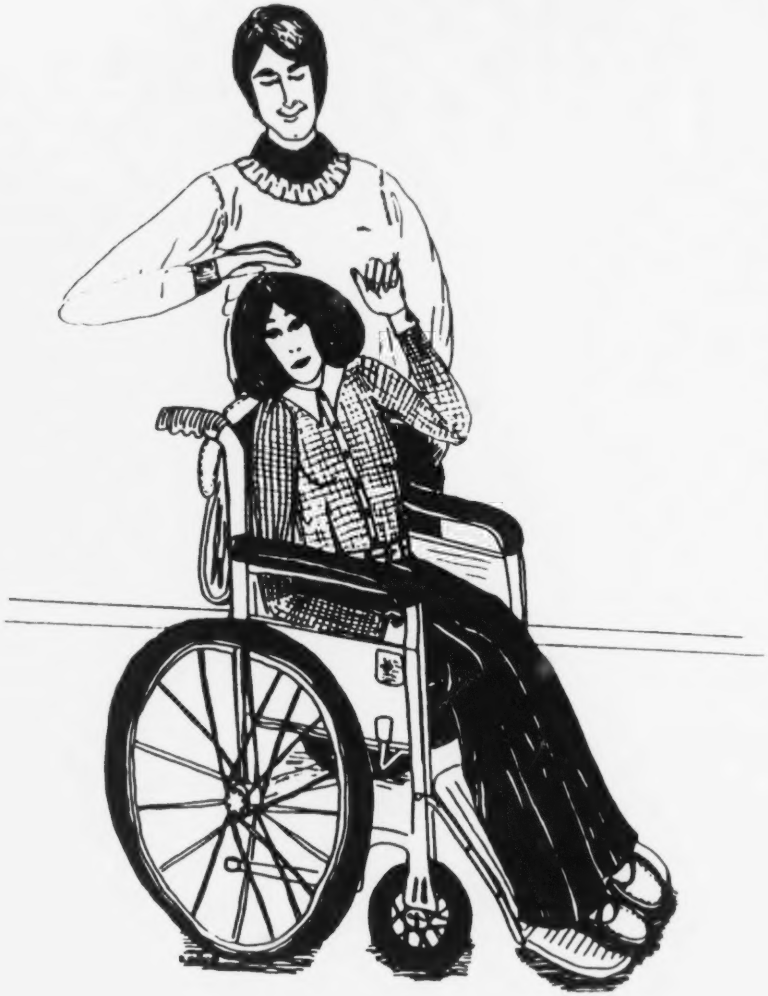

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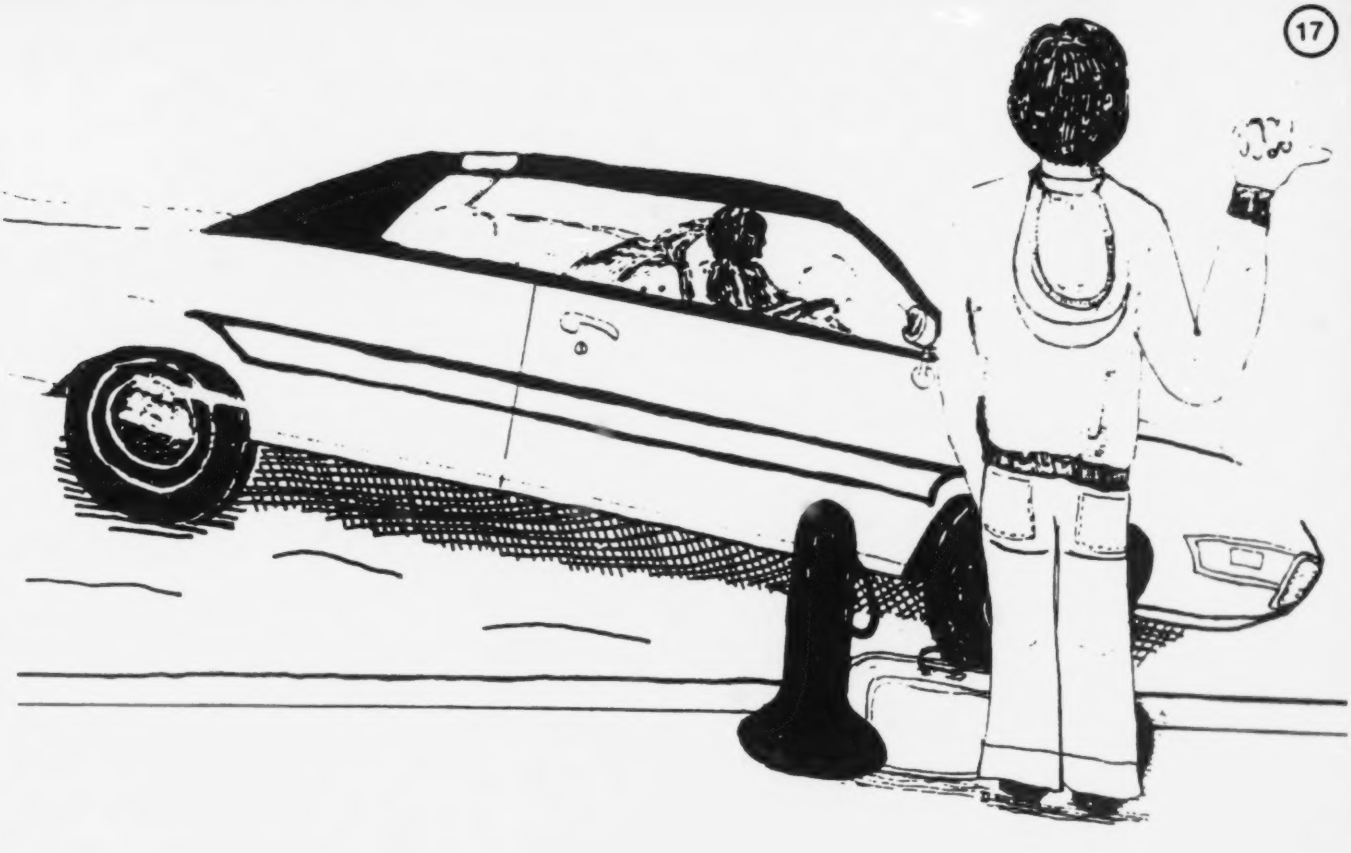

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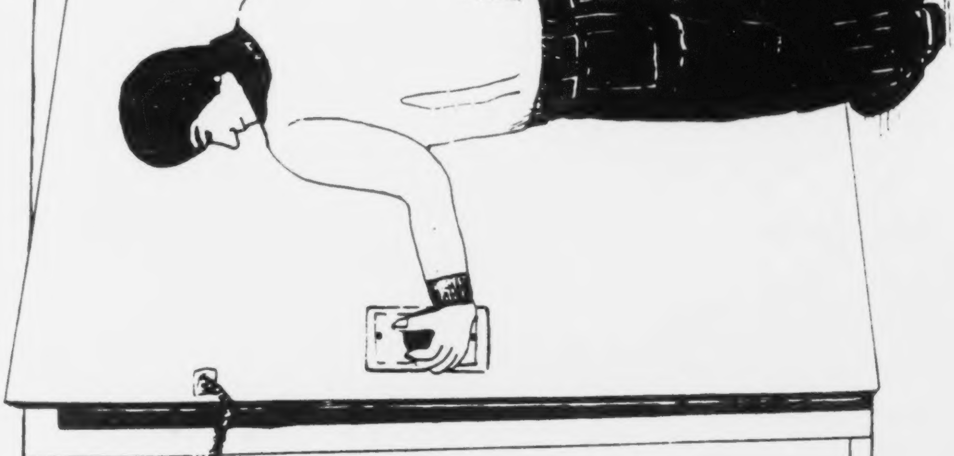

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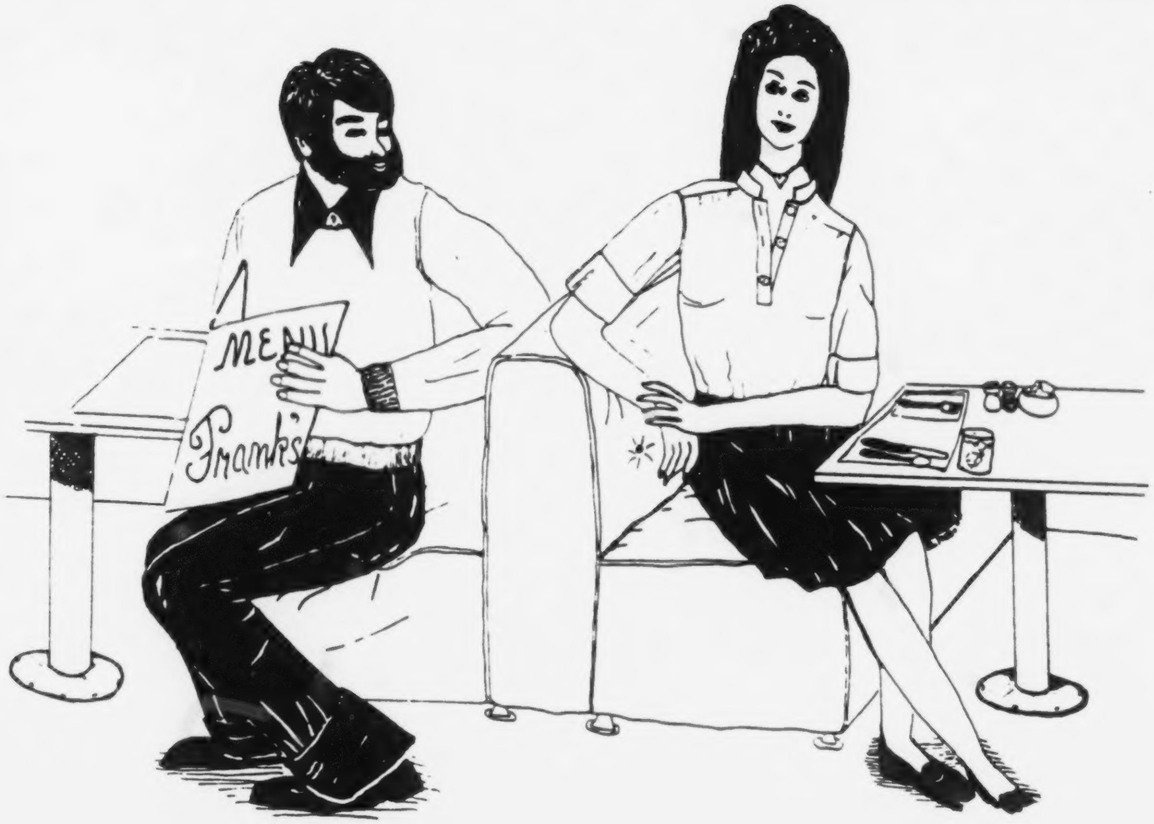
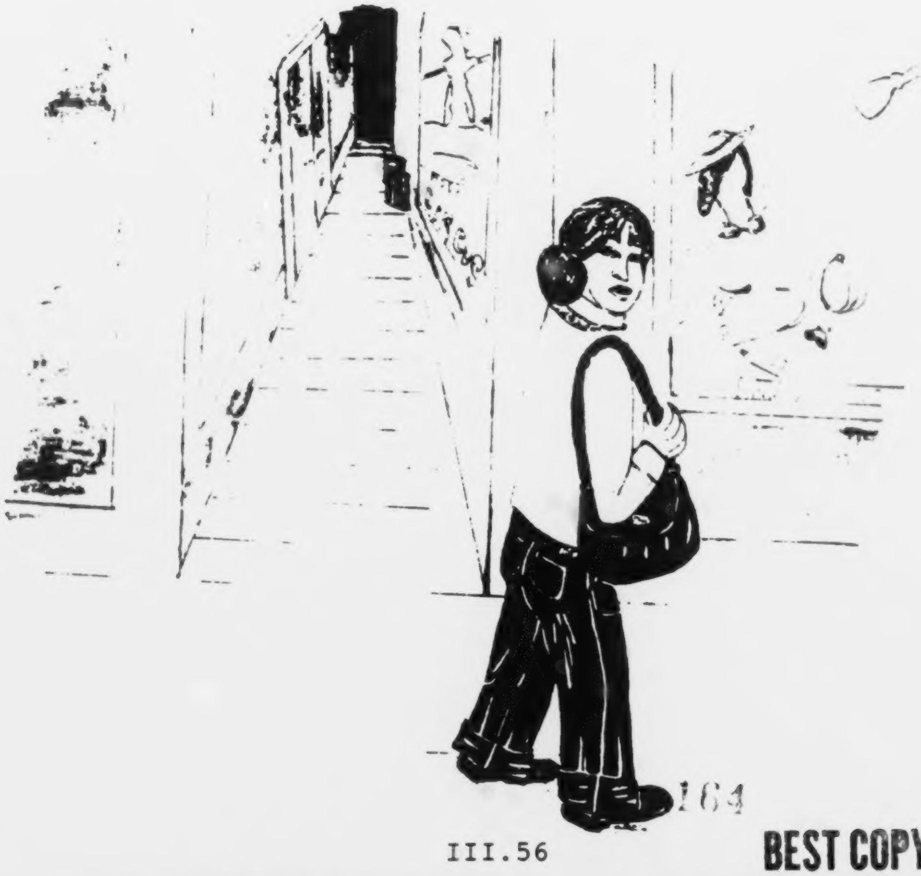

MENU
Frank's

⑳



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III. E.

TOUCH ROLE PLAY EXERCISES

1. You have been on vacation and have not seen your friend all summer. You give your friend a hug.
2. You are introduced to a new student and shake the student's hand in greeting.
3. You are getting ready for a party, and your mother brushes your hair.
4. You are talking to a friend. A third person interrupts, poking you and pulling on your sleeve to get your attention.
5. You are arm wrestling with someone. It starts out to be fun, but your opponent is so intent upon winning that it starts to hurt.
6. You are waiting in line for a movie. Several older students push ahead of you in line.
7. Someone comes up from behind you and puts his/her hand on your shoulder without speaking.
8. You are boarding a bus. A stranger comes from behind and grabs your arm to assist you.
9. A relative tries to give you a hug at a family gathering. You do not want to be hugged.
10. You are walking down the street. Several strangers whistle, make rude comments, or yell as you go by. (Although this is emotional rather than physical touch, the feeling can be similar to those experienced after physical touch.)
11. You are roller skating. Someone comes up from behind and grabs you around the waist.
12. Your team has just won a basketball game. Someone comes up to say "congratulations" and tries to give you a hug. You do not want to be hugged.

III. E.

EXERCISE: ASSERTIVE ROLE PLAYS

1. Someone comes to the door and says, "My car broke down. May I come into your house and use your phone?"
2. Someone comes up and tries to give you a hug. You don't want to be hugged.
3. a friend puts his/her feet on your wheelchair and you don't like it.
4. You are talking with someone; a third person tries to get your attention by pulling on your clothing.
5. Someone you know puts their arm around you and you don't like it.
6. Someone shouts at you because they think you can hear better when they yell.
7. You try to tell someone you have been sexually assaulted and they don't believe you.
8. A person you are not interested in asks you for a date. You are not interested and you don't want to go.
9. You are at a party. You are ready to go home and the friends you came with do not want to leave yet.
10. You have been sexually assaulted. You go to the police and request an interpreter, but the police officer says either that you don't really need one or that an interpreter isn't available now.
11. Your attendant or caretaker moves your wheelchair or crutches away from the bed where you cannot reach them.
12. A stranger tries to help you down the stairs. You don't want any help.
13. A waitress asks your friend, instead of you, what you would like to eat.

Examples of Assertive, Aggressive and Submissive Behavior

1. Someone tries to give you a hug after a high school football game and you don't want to be hugged.

   Assertive response: "I like you, but I don't feel like being hugged today."

   Aggressive response: "Get your hands off me. You are a real slob, and I don't like you."

   Submissive response: Say nothing and allow the person to hug you because you don't want to hurt the person's feelings.

2. You are at a party. You are ready to leave, but your friends do not want to leave yet.

   Assertive response: Tell your friends that you would like to go home. If they are not ready, you can decide to wait for them, go home with a friend or someone else you trust, or call your parents or a taxi.

   (Note: Even though you express your feelings about wanting to leave, your friends may still insist on staying.)

   Aggressive response: Insist that your friends drive you home immediately, regardless of their desires. Keep bothering them until they take you home.

   Submissive response: Do not tell your friends that you are ready to go, because you do not have the right to state your desires since you didn't drive. Wait patiently until your friends are ready to leave.

HANDOUT - ASSERTIVENESS CHART

SITUATION	SUBMISSIVE RESPONSE	AGGRESSIVE RESPONSE	ASSERTIVE RESPONSE
Someone comes to the door and says, "My car broke down. May I come into your house and use your phone?"			
A waitress asks your friend what you would like to eat rather than asking you.			
Your attendant or caretaker begins touching you in ways you don't like.			
A friend puts his/her feet on your wheelchair and you don't like it.			
Someone you know puts their arm around you and you don't like it.			
A stranger offers to assist an individual using crutches boarding a bus. The individual doesn't want the assistance.			
You try to tell someone you have been sexually assaulted and they don't believe you.			
A person you are not interested in asks you for a date. You are not interested and don't want to go.			

SITUATION	SUBMISSIVE RESPONSE	AGGRESSIVE RESPONSE	ASSERTIVE RESPONSE
You are at a party. You are ready to go home and the friends you came with do not want to leave yet.			
You have been assaulted and go to the police. You request an interpreter but the officer says you don't need one or one is not available.			

Adapted from: Cordelia Anderson-Kent, No Easy Answers, p. 107

Personal Safety Techniques to Guard Against Assault by Acquaintances

1. Pay attention to your personal feelings. If you don't feel good about someone, get out of the situation.

2. Think about the kind of touching you want from different people. If you don't like the way someone is touching you, tell them to stop.

3. When going out on a date, think about the kind of touching you want and communicate your feelings clearly.

4. Be sure you have money for a taxi or a bus or someone you can call for a ride in case of emergency. That way you won't have to rely on someone you don't know or don't trust for a ride.

5. Don't give sexual touching in return for favors from others.

6. Tell an adult you trust if you don't like the way someone is touching you.

7. Practice assertive behavior. Think about situations you have been in where you could have acted more assertively and practice what you could have done or said. Think abut situations that may happen in the future where you would like to be assertive and practice what you will do.

8. Be aware of the messages you give people by the way you dress and look. Provocation is in the eye of the beholder; your appearance does not make you responsible for the assault. However, sometimes offenders make assumptions about people based on their mode of dress.

9. Be aware that drinking may increase your vulnerability to sexual assault because you are likely to have less control over your behavior and are less likely to be able to avoid dangerous situations.

10. When dating someone new you should go to a public place, such as a restaurant or theater.

11. Let someone know where you are going, even if you are going somewhere with a friend or loved one.

III. E.

EXERCISE: THE DATE

Situation: Jim and Jennifer are going to a high school football game. Jim, who is sighted, comes to Jennifer's house to pick her up. Jennifer is blind. They plan to grab a bite to eat, then go to the game.

When Jim arrives, Jennifer grabs her white cane and her coat. Jim says, "Oh, you don't need your cane. I'll take you wherever you need to go."

Jennifer really wants to take her cane with her, because it allows her to be more independent. She says, " I'd really like to bring it with me in case I need to go somewhere by myself." But Jim says, "All the kids stare at you when you use that thing, and I don't want kids to stare at us."

1. What should Jennifer do?
2. What could happen if she insists on bringing her cane? What could happen if she leaves it at home?

Jennifer and Jim go to the restaurant. Jim doesn't offer to read the menu.

3. Should Jennifer ask him to read the menu? Should she order something she already knows that they have? What are her other options?

They go to the football game and have a reasonably good time. After the game, Jim asks Jennifer to go to a party with some friends of his who, he says, really want to meet her. Jennifer is concerned about how late it is and wonders how she will get home. She is also wondering how much drinking will be going on and if she will know anyone there besides Jim. She says, "I told my parents I wouldn't be out late, so I really should go home." However, Jim says, "The party is right on the way to your house, so we'll stop for a minute, than I'll take you home." Jennifer says, "Fine but let's just stay for a few minutes."

4. What other choices could Jennifer have made? What could be the outcome of each choice?

When they get to the party, Jennifer is surprised to learn that most of the students are older than she is, but everyone is nice to her, and she begins to relax.

Jim is in the other room talking to some guys. Jennifer starts to feel uncomfortable because they've been at the party for more than just a few minutes.

5. What are Jennifer's options?

6. If Jennifer decided to leave her cane at home, are her options more limited? How?

She finds Jim in a couple minutes, but he's really drunk. She says, "Jim, I really need to go home now. We've been here for over an hour." Jim insists that he's having a good time and is not ready to leave. He accepts another beer from one of the guys. Bob, who Jennifer talked to earlier in the evening says, "I was just leaving, and I'd be glad to drop you off. Let's go."

7. Should Jennifer go with Bob? Should she wait for Jim? What could be the consequences of each action?

8. What are Jennifer's other options?

9. What could she have done to keep herself from getting into this situation? When could she have been more assertive?

10. Could this ever happen to you?

Have the students finish the story.

SITUATIONS OF SEXUAL ABUSE

Situation 1

Claudia is coming home from high school on the accessible transportation system for people with disabilities. She is the last one in the van. The driver is very friendly and asks her what subjects she takes in school. They talk some more, and he asks if she lives with her parents. Claudia says yes. Claudia soon notices that the driver is not taking the usual route home. When she comments about this, the driver says that he has to sop at a gas station to get gas. Claudia wonders why they are going so far out of the way just to get gas, but she doesn't say anything. The driver asks Claudia if she wants to go to the driver's house to watch television before going home. Claudia says no. She is beginning to get nervous. When they get to a dark street, the driver unzips his pants and exposes himself.

1. Is this sexual assault?

2. How can Claudia convince the driver to take her home?

3. Should she tell anyone? If so, who?

4. Should the fact that the driver has her address influence her not to tell?

5. What is likely to happen if she tells someone? What is likely to happen if she does not tell anyone?

Situation 2

Marcia, a thirteen year old girl, goes to the public junior high school in her town. Until recently, she has been a very good student, always speaking up in class, turning in homework assignments on time, etc. Lately, however, she has become withdrawn and moody and has not been turning in homework assignments or doing well on exams. Several times her teacher has tried to find out what is wrong, but Marcia insists that everything is fine.

One day a woman from the local rape crisis center comes to class to talk about sexual assault and incest. Marcia stays after class and tells the teacher that she has been an incest victim by her father since she was five years old. Recently, her older brother has also begun to force her into sexual contact. She tells the woman that both her father and her brother have said that if she told anyone, she will be forced to leave home.

1. Why is incest against the law?

2. Why doesn't Marcia tell anyone about the incest until after the speaker on sexual assault comes to class? Why do you think she chooses to tell a stranger, rather than someone she knows?

3. How do you think the incest makes Marcia feel about herself?

4. What do you think will happen to Marcia now that she has told someone about the incest?

EXERCISE: TRUE/FALSE TEST

____ 1. People who are sexually assaulted are asking for it. Rape is the victim's fault.

____ 2. Anyone can be sexually assaulted no matter what they look like or how old they are.

____ 3. Only women are sexually assaulted. Men are never victims.

____ 4. People are raped when they are out alone at night so, if you stay at home, you will be safe.

____ 5. At least two-thirds of all reported sexual assaults occur between people who know each other.

____ 6. The victim of a sexual assault is usually threatened with bodily harm if she or he doesn't cooperate.

____ 7. Sexual assault never happens in suburbs or small towns, only in large cities.

____ 8. Most rapes happen between people of the same race and social status.

____ 9. Most rapes occur because a sexually frustrated man sees an attractive woman and can't control himself.

____ 10. Most rapists cannot be easily identified by appearance, dress or behavior.

____ 11. People often claim to have been sexually assaulted when it didn't really happen.

____ 12. Marriage gives the partners the right to force sexual contact on their spouse whenever they want it.

____ 13. Most rapists feel sorry for blind persons and will not attack them.

____ 14. Disabled persons are not likely to be sexually assaulted because they are not very attractive.

____ 15. A blind person could not see to identify the attacker so a blind person could never prosecute a rapist.

____ 16. A blind person could not defend her/himself against a sexual assault.

____ 17. Blind persons using dog guides are never attacked because the dog would scare the rapist away.

____ 18. It is okay to assault people with disabilities because it's the only way they get sexual attention.

____ 19. A person with a disability does not have the right to sexaully assault another individual.

____ 20. Persons with disabilities can defend themselves against sexual assault.

TEACHER GUIDE: TRUE/FALSE TEST RESPONSES

1. Sexual assault is provoked by the victim. People who are sexually assaulted are asking for it. Rape is the victim's fault.

False: Studies show that 60-70 percent of sexual assaults are planned ahead of time. The offender may know in advance who the victim will be or the rapist may decide to find a stranger to assault. Looking nice, dressing attractively or being out alone at night doesn't mean the person wants to be assaulted.

2. Anyone can be sexually assaulted no matter what they look like or how old they are.

True: Sexual assault is a violent act. Anyone can be sexually assaulted no matter what they look like or how old they are. Victims are of any age, size, race and social class.

3. Only women are sexually assaulted; only men are offenders.

False: There is new evidence to show that men, as well as women, are being sexually assaulted. It is hard to tell how often this happens because men often don't report the crime, although studies show that one out of every ten males under the age of 18 is sexually assaulted. Men of any age can be assaulted. Sexual assaults of men are usually extremely violent and often a weapon is used. These attacks are usually made by men, but women can be offenders, too.

4. People are sexually assaulted when they are out alone at night so, if you stay at home, you will be safe.

False: Studies show that one-third to one-half of all sexual assaults occur in the victim's home and that over half of all assaults occur in someone's home.

5. At least two-thirds of all sexual assaults occur between people who know each other.

True: At least two-thirds of all reported sexual assaults occur between people who know each other (acquaintances). The rapist could be a close friend, family member, neighbor or anyone else known to the victim.

Probably more than two-thirds of offenders are acquaintances because victims are more likely to report sexual assaults if the attacker is a stranger.

6. The victim of sexual assault is usually threatened with bodily harm if she/he doesn't cooperate.

True: In the majority of sexual assaults, the victim is usually told she/he will be killed or hurt. A weapon, like a knife or gun, is often used. When a child is sexually assaulted, threats or bribes are often used to get the child's cooperation. No one wants to be sexually assaulted.

7. Sexual assault never happens in suburbs or small towns, only in large cities.

False: Sexual assault can happen anywhere - in large cities, suburbs, small towns and rural areas.

8. Most sexual assaults occur between people of the same race and social status.

True: Most sexual assaults occur between a victim and a rapist of the same social status, not between black men and white women, as many people believe.

9. Most rapes happen because a sexually frustrated man sees an attractive woman and can't control himself.

False: Most sexual assaults are at least partially planned. The offender plans to assault someone or knows exactly who the victim will be. Sexual assault is a crime of violence and hate. During a sexual assault sex is used as a way to hurt or humiliate the victim.

10. Most rapists cannot be easily identified by appearance, dress or behavior.

True: Rapists cannot be easily identified by appearance, dress or behavior. Rapists act normal, have families, jobs and friends. However, rapists are more violent than other people. It is the violence that makes a rapist dangerous.

11. People often claim to have been sexually assaulted when it didn't happen.

False: Studies show that only two percent of sexual assault calls to police are false reports. This is no higher than false reports of other major crimes.

12. Marriage gives the partners the right to force sexual contact on their spouses whenever they want it.

False: Under Virginia law, any forced sexual contact between two people is considered sexual assault, even if the two people are married. No one has the right to force sexual contact on another person, even if the two people have had a sexual relationship in the past.

13. Most rapists feel sorry for persons who are physically disabled and wouldn't assault them.

False: Most rapists look for people they perceive as vulnerable to attack. Since physically disabled people are often seen by the general public as helpless, and since it is sometimes more difficult for persons with physical disabilities to defend themselves, rapists may be more likely to assault physically disabled individuals than others. The rapist seeks to gain power over the individual through the attack, and sympathy is not an issue.

14. Disabled persons are not likely to be sexually assaulted because they are not very attractive.

False: Disabled persons, like everyone else, are sexual beings and are sexually attractive. However, rape is an act of violence and aggression and it is not based on the attractiveness of the individual. The sexual assault is used as a way to hurt the victim.

15. A blind victim could never prosecute an assailant because s/he could not see to identify the attacker.

False: Seeing someone is not the only way to identify an attacker. Other methods, such as voice identification, gathering information by touch, etc., can also be used. In at least two-thirds of all sexual assault cases, the victim and offender knew each other in some way before the assault. Thus, the blind person could identify the attacker. In cases where the attacker is a stranger, physical evidence such as the sperm, blood, hair or clothing of the attacker along with a voice line-up can be used as identificaton. It is more difficult to identify an unknown offender without visual information; however, it must be kept in mind that sexual assault is a difficult crime to prosecute whether the victim is sighted or blind.

16. A blind person could not defend her/himself against a sexual assault.

False: The best defense against sexual assault is to think about what you would do if you were assaulted. Having a plan of action may keep you from panicking. There are many forms of self-defense including verbal persuasion, yelling, running or fighting. Blind persons can enroll in self-defense classes for the general public. Self-defense techniques involving the use of a white cane have also been developed.

17. Blind persons using dog guides are never attacked.

False: Although the rapist's fear of dogs may have prevented some assaults, sexual assaults of blind individuals who used dog guides have been reported.

18. It is okay to assault people with disabilities because it's the only way they get sexual attention.

False: Persons with disabilities can become involved in sexually satisfying relationships just like everyone else. However, whether an individual is in a relationship or not, rape is a terrifying experience and no one likes that kind of attention.

19. A person with a disability does not have the right to assault another person because of his/her disability.

True: No one has the right to assault another person, whether one person has a disability or not.

20. Persons with physical disabilities can defend themselves against sexual assault.

True: The best defense against sexual assault is to think about what you would do if you were sexually assaulted before it happens. Having a plan of action may keep you from panicking. There are many forms of self-defense including yelling, running for help, talking the rapist out of it or fighting. Persons with physical disabilities can become involved in self- defense classes for the general public. Self-defense techniques for persons with disabilities have also been developed. People need to look at their own defense.

III. E.

Personal Safety Techniques to Guard Against Assault by Strangers

1. Never take rides from strangers or people you don't trust.
2. Always try to get accurate directions before going to a new place; i.e., what bus or route to take, etc.
3. If you become lost or confused, ask someone for directions. If you don't like the way someone gives you directions or you can't understand the directions clearly, ask someone else.
4. Avoid walking alone at night when possible. When not possible, walk in well lighted, heavily traveled areas.
5. Be aware of what is going on around you. Is there someone behind you or across the street? Where are open stores or places you could go for help?
6. If you feel like there is someone following you but you are not sure, turn around and look.
7. When using public transportation, be aware of anyone getting off with you.
8. When returning home, have your key ready and be alert.
9. Carry a shriek alarm.
10. Check the back seat of the car before you get in to make sure no one is hiding.
11. Keep doors and windows locked -- house and car.
12. Don't let strangers (such as delivery or repair persons) into the house without proper identification.
13. Don't give out last name, personal address or phone number to people you don't know or don't trust.
14. Take a self-defense class.
15. Think about what you would do if you were assaulted: Would you scream or yell for help, run, fight back or talk him out of it? Know your personal strengths and weaknesses.

III. E.

Reactions and Feelings of Sexual Assault Victims

The specific reaction and feelings of each victim of sexual assault will vary depending upon the degree of force used during the assault, the victim's relationship with the assailant, the circumstances of the assault and the victim's pre-established pattern of dealing with life crises. Studies show that victims have similar reactions and feelings to sexual assault. These feelings are presented below:

1. Fear - Anxiety Reactions. Although the specifics of each sexual assault situation are different, many victims respond initially with a feeling of relief, "Thank God I'm alive - I could have been killed." This realization often creates a feeling of fear of being attacked again. This fear response may be a specific fear of the assailant, especially if the assailant threatened to harm the victim again, or it may be generalized fear; fear of people or things that remind the victim of the assault situation.

   Many victims will experience feelings of anxiety based on their fear of being attacked again. This anxiety may be evidenced by shaking, startled reflexes, disturbed sleeping patterns, and nightmares.

   This anxiety may extend to a fear of people in general. The victim may be particularly attuned to sexual innuendos, and glances which used to be taken in stride. If the assailant was someone trusted by the victim, she/he may experience a feeling of loss of faith and trust not only in others but also in her/his own judgment.

   Many victims may have believed, prior to the sexual assault, that sexual assault couldn't happen to them or that they would be able to resist or somehow take care of themselves. Since any resistance was overcome either by force or fear, most victims may feel a loss of control. They may experience feelings of powerlessness and helplessness which in turn affects the way they view their own independence. If the victim has followed a lifestyle of trusting people, leaving doors open, talking to strangers, hitchhiking across country, and so on, the sexual assault may be felt as an intrusion not only of the body but of her/his whole way of life.

2. Guilt - Self-Blame - Embarrassment. In general, feelings of guilt and self-blame seem to vary in degree with the circumstances of the sexual assault, the extent of physical injury to the victim and the type of association with the assailant. Victims who have experienced severe physical injury during the sexual assault usually have less guilt feelings because of the obvious evidence of their resistance. The victim who was sexually assaulted at home, however, may feel guilty about not having secured the house better. The victim who knows the assailant may have the most difficulty in resolving guilt feelings and conflicts over the sexual assault. This victim may irrationally blame her/himself for poor judgment or seductive behavior. The victim who does not physically resist due to fear may irrationally blame her/himself for not preventing the assault - even if physical resistance would have been useless.

HANDOUT

WHAT IF YOU ARE A VICTIM?

Report sexual assault to the police. Even if you are not sure whether you want to prosecute, reporting the crime may make you feel better. You can decide whether or not you want to prosecute later. Also, if you know the offender's name, appearance or method of attack, it will be easier to catch the offender and stop the offender from attacking again.

Go to the nearest hospital emergency room. If you report the crime to the police, the police will take you to the hospital or you can go with a friend, relative or someone from a sexual assault center. It is important not to shower, change clothes or clean up in any way after the assault so that evidence of the assault can be gathered. You will need to leave your clothing at the hospital to be used as evidence of the assault, so make sure you bring a change of clothing or have someone bring them for you. Any injuries which occurred during the assault should be treated, and you should be checked for sexually transmitted diseases and pregnancy.

Call the local sexual assault center. Sexual assault centers provide a variety of services that reflect the needs of victims of sexual assault. These services range from crisis intervention, advocacy, information, referral, individual and family counseling, support groups and other emergency services that may be requested. Many centers provide a 24-hour crisis hotline. The services are provided by highly trained advocates that provide confidential, non-judgmental victim assault as well as the sexual assault procedures utilized by law enforcement, medical and legal personnel. If you choose to report the sexual assault to the police, seek medical attention or are involved in the prosecution of the offender, a sexual assault advocate would be available to accompany you through these systems. Sexual assault centers also provide comprehensive referral services to victims of sexual assault and their families to assist them in obtaining appropriate counseling resources.

Talk to someone you trust about the sexual assault. You may fear that if you tell your parents they may blame you for the sexual assault, especially if you were doing something forbidden or were somewhere they told you not to go. You may feel confused and now want to tell anyone, but you did not want this to happen to you, the crime is not your fault. You do not have to deal with all of your feelings alone.

Your family and friends can do many things for you such as offer support, and help you decide what to do. It is important to choose who you share your feelings with. Some people feel uncomfortable talking about sexual assault and are unable to offer comfort and support. If family and friends are not helpful to you or if you want to talk to someone else, you may talk to someone from a local sexual assault center or other community agency. You may prefer to talk to someone you don't know rather than someone close to you. Remember, even if the sexual assault happened a long time ago, it is important to talk to someone about your feelings.

III. E.

Exercise

Who Would You Tell?

1. Who would you tell if you were sexually assaulted?

   Why would you tell this person?

2. How do you think the person would react?

3. Who else could you tell?

4. What would you do if the person didn't believe you?

   Would you tell anyone else about it?

   Why or why not?

5. Would you tell someone if the sexual assault happened a long time ago and was bothering you now?

6. How would you find someone to tell if you did not want to tell a friend or relative?

III. E.

REPORTING SEXUAL ABUSE

Police:

Decisions regarding whether or not to report and whether or not to prosecute a sexual assault are very personal ones and should be made by each victim on the basis of as much information as possible. The victim needs to know what to expect at each stage of the reporting process.

It is wise to report a sexual assault to the police right away. This is important because if the victim decides to prosecute the crime, a prompt report makes the case stronger. Evidence of the sexual assault which can be gathered directly after the assault is lost if the crime is not reported immediately. However, a late report is better than no eport.

To collect the evidence, it is essential that the police officer be apprised of all details of the assault. Some of the questions asked may be difficult or embarrassing to answer, but it is essential that all details of the assault be known. The officer may also need to take photographs of any physical injuries which may have occurred. The police officer will take the victim to the hospital for a medical examination. A full statement will be taken by a detective at a later time, if necessary.

Medical Examination:

The victim of sexual assault has the right to a sensitive and thorough medical examination. The victim should seek medical attention for treatment of injuries, sexually transmited disease, and pregnancy. The medical examination is also used to gather evidence if there is any possibility that the victim will want to prosecute. According to Sexual Assault Law, medical costs arising from examining the victim for purposes of gathering evidence will be paid by the Commonwealth's attorney.

A follow-up exam should be conducted in five days to test for gonorrhea, chlamydia, and another in 4-6 weeks to test for syphilis. Female victims should also be tested for pregnancy if a period is missed.

The suggestion of testing for AIDS is an unsettled matter in light of the fact that victims of sexual assault have already suffered great trauma. Also, immediate testing would not yield valid results as it takes about three months for the body to produce antibodies to AIDS.

Prosecution:

Sexual assault is considered a crime against the state, and the state is responsible for prosecuting the offender through the Commonwealth's Attorney's Office. The victim is the main witness for the state's case. If the defendant pleads "not guilty," the case will go to trial.

Generally, evidence of the victim's prior sexual conduct is not admissible as evidence during the trial. But all facts surrounding the sexual assault must be considered. If the offender is found guilty, she/he may serve time in prison or jail, be put on probation or be required to go through counseling or treatment. The suspect may be allowed to plead guilty to a lessor or different charge. If the suspect is found not guilty, it means that the defendant's guilt was not proved beyond a reasonable doubt.

If the victim chooses to prosecute, she/he may still feel intimidated or confused by the legal system. In several jurisdictions/areas sexual assault crisis centers help support the victim through the reporting process and the legal process by addressing questions or concerns the victim may have about the case.

III. E.

SEXUAL ASSAULT CRISIS CENTERS IN VIRGINIA - 1988

RAPE VICTIM COMPANION PROGRAM
Office on Women
2525 Mt. Vernon Avenue, Unit 6
Alexandria, VA 22301

Office: (703) 838-0970
Hotline: (703) 683-7273

FAIRFAX VICTIM ASSISTANCE NETWORK
8119 Holland Road
Alexandria, VA 22306

Office: (703) 360-6910
Hotline: (703) 360-7273

ARLINGTON COUNTY VICTIMS OF VIOLENCE PROGRAM
1725 North George Mason Drive
Arlington, VA 22205

Office: (703) 558-2489
Hotline: (703) 558-2048

BRISTOL CRISIS CENTER
P. O. Box 642
Bristol, VA 24201

Office: (703) 466-2218
Hotline: (703) 466-2312
(703) 628-7731

SEXUAL ASSAULT RESOURCE AGENCY
P. O. Box 6705
Charlottesville, VA 22906

Office: (804) 295-7273
Hotline: (804) 977-7273

D.O.V.E.S.
P. O. Box 2381
Danville, VA 24541

Office: (804) 799-3683
Hotline: (804) 791-1400

FREDERICKSBURG AREA RAPE CRISIS PROGRAM
P. O. Box 1276
Fredericksburg, VA 22402

Office: (703) 371-1666
Hotline: (703) 371-1666

RAPE COMPANION PROGRAM OF LYNCHBURG
General-Marshall Lodge Hospital
Tate Springs Road
Lynchburg, VA 24506-1167

Office: (804) 528-2046
Hotline: (804) 528-2033

SEXUAL ASSAULT VICTIMS' ADVOCACY SERVICES (SAVAS)
P. O. Box 1834
Manassas, VA 22110

Office: (703) 368-9626
Hotline: (703) 368-4141

CONTACT PENINSULA - Sexual Assault Division
6901 Huntington Avenue
Newport News, VA 23607

Office: (804) 244-0594
Hotline: (804) 245-0041

RESPONSE Sexual Assault Support Services
253 Freemason Street
Norfolk, VA 23510

Office: (804) 622-4304
Hotline: (804) 622-4300

WOMEN'S RESOURCE CENTER OF THE NEW RIVER VALLEY
P. O. Box 306
Radford, VA 24141

Office: (703) 639-9592
Hotline: (703) 639-1123

RAPE CRISIS OUTREACH PROGRAM
Women's Advocacy Program - YWCA
6 North Fifth Street
Richmond, VA 23219

Office: (804) 643-6761
Hotline: (804) 643-0888

SEXUAL ASSAULT RESPONSE AND AWARENESS (SARA)
Mental Health Services of the Roanoke Valley
920 South Jefferson Street, SW
Suite 400
Roanoke, VA 24016

Office: (703) 981-9318
Hotline: (703) 981-9352

PEOPLE AGAINST RAPE
P. O. Box 2415
Staunton, VA 24401

Office: (703) 885-7273
Hotline: (703) 885-7273

VICTIMS OF SEXUAL ASSAULT PROGRAM
315 School Street - Box 12
Tazewell, VA 24651

Office: (703) 988-7030
Hotline: (703) 988-5966
(Sheriff's Dept.)
Toll Free: 1-800-468-6660

WILLIAMSBURG TASK FORCE ON BATTERED WOMEN/SEXUAL ASSAULT
P. O. Box 1079
Williamsburg, VA 23185

Office: (804) 229-3661
Hotline: (804) 229-7585

RAPE VICTIM COMPANIONS
P. O. Box 358
Winchester, VA 22601

Hotline: (703) 667-0145
(Concern, Inc.)

FAMILY RESOURCE CENTER
Sexual Assault Program
P. O. Box 612
Wytheville, VA 24382

Office: (703) 228-7141
Hotline: (703) 228-7141

VIRGINIANS ALIGNED AGAINST SEXUAL ASSAULT
P. O. Box 87
Ivy, VA 22945

Office: (804) 979-9002
Located in Charlottesville

Shipping Address:

214 Rugby Road, 2nd Floor
Charlottesville, VA 22903

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Anderson-Kent, Cordelia. Illusion Theater Guide for Teaching Mentally Retarded Persons about Sexual Abuse Prevention Education, Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, MN 55409.

Anderson-Kent, Cordelia. No Easy Answers, A Sexual Abuse Prevention Curriculum for Junior and Senior High Students, Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, MN 55409.

Human Sexuality: A Portfolio for the Mentally Retarded. Planned Parenthood of Seattle--King County, 2211 East Madison, Seattle, WA 98112. (Large illustrations on 11" x 17" plate cards specifically designed for teaching retarded persons about human sexuality).

Illusion Theater Study Cards. Illusion Theater, 528 Hennepin Avenue, South, #309, Minneapolis, MN 55409 (for grades K-8 for use in discussing sexual assault and the Touch Continuum).

O'Day, Bonnie. Preventing Sexual Abuse of Persons With Disabilities. St. Paul, MN: Minnesota Department of Corrections.

Ryerson, Ellen. The Kindergarten through Twelve Curriculum, Developmental Disabilities Project, Seattle Rape Relief, 1825 South Jackson, Suite 102, Seattle, WA 98144.

Pamphlets and Booklets:

Bateman, Py. Acquaintance Rape, Awareness and Prevention, Alternative To Fear, 101 Nickerson, Suite 250, Seattle, WA 98109.

Faye, Jennifer and Flerchinger, B.J. Top Secret, King County Rape Relief, 306 South 43rd, Renton, WA 98055.

Hague, Patricia and Engstrom, Cheryl. Responding to Disability: A Question of Attitude, Minnesota State Council for the Handicapped, 208 Metro Square Bldg., St. Paul, MN 55101, 1982.

RESOURCE BIBLIOGRAPHY ON SEXUAL ABUSE

King County Rape Relief. He Told Me Not To Tell, 305 South 43rd, Renton, WA 98055.

Minnesota Program for Victims of Sexual Assault. Are Children With Disabilities Vulnerable to Sexual Assault?, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Minnesota Program for Victims of Sexual Assault. Say "No," Get Away And Tell Someone, Minnesota Department of Corrections, 430 Metro Square Bldg., St. Paul, MN 55101.

Audiovisual Materials:

Acquaintance Rape, O.D.N. Productions, Inc., 74 Varick Street, Suite 304, New York, NY 10013.

A Night Out, (in American Sign Language), O.D.N. Productions, Inc., 74 Varick Street, Suite 304, New York, NY 10013.

Hearing Impaired Woman's Incest Experiences, Mental Health Hearing Impaired Program, 640 Jackson Street, St. Paul, MN 55101.

Negative Touch, Ways to Say No, Society for Visual Education, Chicago, IL.

No Easy Answers, A Videotape, Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, MN 55403.

III. F.

WORK VALUES EVALUATION

DIRECTIONS: Tell which of the following are values met by having a job. Mark each statement in the appropriate column.

A VALUE MET BY HAVING A JOB	NOT A VALUE MET BY HAVING A JOB	
		1. I enjoy learning new things.
		2. I want to earn money.
		3. My father and mother want me to work.
		4. I like to have something purposeful to do all day.
		5. Meeting new people at work is important to me.
		6. I feel good when I do well.
		7. My Vocational Education Teacher arranged this job for me.
		8. It's a law.
		9. Improving myself is important.
		10. I am ambitious.
		11. I like to see my friends at work.
		12. My older brother had this same type of job.

VALUES WORKSHEET

Directions: Why do you go to school? Answer each statement with "Yes", "No," or "Don't Know" in Column A. Wait for instructions from your teacher before you write anything in Column B.

	Column A (school)	Column B
1. It's a law.		
2. My parents make me.		
3. I like to have something to do all day.		
4. I get paid for it.		
5. I want to improve myself.		
6. It's a chance to be involved in many activities.		
7. I need to learn a lot of things.		
8. It's a place to see my friends.		
9. I feel secure there.		
10. I feel good when I do well.		
11. Other people depend on me to do a good job.		
12. I can meet new friends there.		
13. I would get punished if I didn't.		

"Ten Ways To Keep Your Job"

1. Go to work every day.
2. Be on time.
3. Be prepared.
4. Follow your supervisor's directions.
5. Do your best work all the time.
6. Complete all your work.
7. Be kind and cooperative with other workers.
8. Respect the rights and property of others.
9. Keep your work area neat.
10. Remember that a friendly worker is more successful than an unpleasant one.

Pre-test/Post-test

never	seldom	usually	often	always
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

SOCIAL SKILLS
REFERENCES/RESOURCES

Brewer, Margaret, William C. McMahon, and Michael P. Roache. Job Survival Skills. New York City: Educational Design, Inc.

Brewer, Margaret, William C. McMahon, Michael P. Roache, and Karerine A. Paris. Attitude on The Job. New York City: Educational Design, Inc.

Brolin, Donn E. Life Centered Career Education: A Competency Based Approach. Reston, VA: The Council for Exceptional Children, 1979.

Glascoe, Lynda Gayle, Lynn Sharon Miller, and Charles J. Kokaska. Life Centered Career Education, Activity Book Two. Reston, VA: The Council For Exceptional Children, 1986.

Kransberg, Deborah and Joan Wolfgang, eds. LifeSkill Series. Bellmont, CA: Fearon Division, David S. Lake Publishers, 1981.

III. ADDITIONAL RESOURCES

ABLEDATA
National Rehabilitation Information Center (NARIC)
The Catholic University of America
4407 Eighth Street, N.E.
Washington, DC 20017
(202) 635-5826
800-34-NARIC (provides information on equipment for persons with disabilities.)

American Council of Rural Special Education (ACRES)
Western Washington University
359 Miller Hall
Bellingham, WA 98225
(206) 676-3576

American Juvenile Arthritis Foundation
c/o Arthritis Foundation
1314 Spring Street, N.W.
Atlanta, GA 30309
(404) 872-7100

Association of Retarded Citizens of the U.S.
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

Children's Defense Fund
122 C. Street, NW, Suite 400
Washington, D.C. 20001
(202) 628-8787

Children's Hospice International
1101 King St., Suite 131
Alexandria, VA 22314
(703) 684-0330

Community Integration Project
The Center on Human Policy
Syracuse University
123 College Place
Syracuse, NY 13244-4130
(315) 423-3851

Department of Health and Human Services
Administration on Developmental Disabilities
Hubert Humphrey Bulding, Room 348F
200 Independence Avenue, SW
Washington, D.C. 20201
(202) 245-2890

From: National Information Center for Handicapped Children and Youth
P.O. Box 1492 Washington, D.C. 20013

Higher Education and the Handicapped (HEATH)
One Dupont Circle, NW, Suite 670
Washington, D.C. 20036-1193
(202) 939-9320
800-54-HEATH (provides information on transition, higher education, and post-secondary programs)

Job Accommodation Network (JAN)
Box 468
Morgantown, WV 26505
1-800-526-7234
1-800-526-4698 (in WV)

Mental Health Law Project
2021 L Street NW, Suite 800
Washington, DC 20036
(202) 467-5730

National Head Injury Foundation, Inc.
P.O. Box 567
Framingham, MA 01701
(617) 879-7473

DISABLED USA
President's Committee on Employment of the Handicapped
1111 20th Street, NW, 6th Floor
Washington, D.C. 20036
(Published Monthly)

Reports progrss in opportunities for people with disabilities and developments in rehabilitation employment.

THE EXCEPTIONAL PARENT
The Exceptional Parent
605 Commonwealth Avenue
Boston, MA 02215
(Published eight times yearly)

Emphasis on education, diagnosis, attitudes, and care. Addresses all handicaps, and is directed toward parents and professionals.

NETWORK NEWS
National Network of Parent Centers
312 Stuart Street, 2nd Floor
Boston, MA 02116
(Published Quarterly)

Information on educational advocacy issues and topics of concern to leaders of parent centers.

OSERS NEWS IN PRINT
Office of Special Education and Rehabilitative Services (OSERS)
330 C Street, SW
3018 Switzer Building
Washington, DC 20202
(Published Quarterly)

Includes various resources and other information for those concerned with the needs of persons with handicaps.

SIBLING INFORMATION NETWORK NEWSLETTER
Connecticut's University Affiliated Program
School of Education
The University of Connecticut
Box U-64, Room 227
Storrs, CT 06268
(Published Quarterly)

Research and literature reviews, meetings, family relationships and information of interest for siblings.

National Library Service for the Blind and Physically Handicapped
The Library of Congress
Washington, DC 20442
(202) 287-5100

National Organization for Rare Disorders (NORD)
P.O. Box 8923
New Fairfield, CT 06812
(203) 746-6518

National Rehabilitation Information Center (NARIC)
The Catholic University of America
4407 Eighth Street, NE
Washington, DC 20017
(202) 635-5826
800-34-NARIC

Office of Rehabilitation
Office of Special Education and Rehabilitative Services (OSERS)
U.S. Department of Education
Switzer Building
330 C Street, SW
Washington, DC 20202
(202) 732-1282

President's Committee on Employment of the Handicapped
1111 20th Street, NW, 6th Floor
Washington, DC 20036
(202) 653-5044

ADDITIONAL RESOURCES (Continued)

President's Committee on Mental Retardation
330 Independence Avenue, SW
Washington, DC 20201
(201) 245-7634

Sick Kids (need) Involved People, Inc. (SKIP)
216 Newport Drive
Severna Park, MD 21146
(301) 647-0164

Special Education Programs
Office of Special Education and Rehabilitative Services (OSERS)
U. S. Department of Education
330 C Street, SW
Washington, DC 20202
(202) 732-1007

Very Special Arts (VSA)
1331 Pennsylvania Avenue, NW
Suite 1205
Washington, DC 20004
(202) 662-8899

Publications

The following are national publications that deal with a variety of disability issues:

The Arc
Association of Retarded Citizens of the U.S.
2501 Avenue J
Arlington, TX 76006
(801) 640-0204

News and information on mental retardation and the activities of the national office of the Association of Retarded Citizens and its affiliates.

Disability Rag
Advocado Press
P.O. Box 145
Louisville, KY 40210
(Published Bi-Monthly)

Articles about disabilities and up-to-date information on independent living.

IV
LEISURE/RECREATION
Introduction

The purpose of this chapter is to familiarize students with a variety of leisure/recreation opportunities in the community.

The emphasis of this chapter is on allowing disabled persons to access activities already available in the community, such as sporting events or theatre. Too often, persons with disabilities are segregated into "handicapped recreation programs" or encouraged to attend public events only as part of a disability group or segment. Disabled students must learn to take advantage of the wide variety of cultural and leisure activities available in the community. They must also learn that leisure activities should never be a substitute for independence, employment and full participation in the community. However, constructive use of leisure time can allow the student to become a well-rounded individual.

DRAFT

IV. LEISURE/RECREATION

A. Competency: Select and use a Leisure/Recreation facility, program or activity in the community.

Performance Objective:

Placed in a student/teacher interview, select and attend a leisure/recreation facility or program. Student must attain an acceptable rating on the Leisure/Recreation Evaluation.

-See Appendix for "Leisure/Recreation Evaluation."

1. Enabling Objective: Identify recreation programs, facilities and activities in the community.

Content:

Recreation options vary from one locality to another. The Appendix contains a list of municipal recreation programs statewide. Also, there is a list of Therapeutic Recreation programs across the State of Virginia which offer a variety of activities for both the physically and mentally disabled.

Localities may have any or all of the following:

Leisure/Recreation Possibilities

Public

Beach
Community Recreation Center
4-H
Library
Parks

School

Clubs
Service Organizations
Sports

Religious

Church Youth Groups
Music Opportunities
Non-denominational religious groups (Young Life)

Private

ARC (Association of Retarded Citizens)
Boys Clubs
Camps
Campfire Girls
Ethnic Clubs
Fraternal Organizations
Girls Club
Little League & other sports groups
Scouts
YMCA and YWCA

Commercial

Bowling Alley
Dance Studio
Hobby & Craft Shops
Miniature Golf
Skating
Swimming Club
Tennis Club
Theaters
Theme Parks

Special Interest

Craft Guilds
Hobby Clubs (camera, model building)

-See Appendix for a listing of Virginia Departments of Recreation and a listing of Therapeutic Recreation Programs in Virginia.

Activities:

- o Prepare a list of facilities, organizations and activities in the community similar to the list above. Allow students to choose one in which they have not participated. They may work in pairs. Students must find information on the activities. For example:

  Community swimming pool -

  1.) What hours is the pool open?
  2.) How much does it cost?
  3.) Are swimming lessons offered? When? What is the cost?
  4.) Are there any special activities at the pool?

- o To gather information, students should go in person to their facility, but if this is not possible, they may phone.

  Inform the parents of this assignment and encourage the assistance in making the visits. Ask the students to obtain pamphlets or pictures of the activity, if possible.

- o Students report their findings to the class.

- o A bulletin board display could be made using pamphlets or pictures from the various facilities.

- o For a resource person, invite a staff member from the local Therapeutic Recreation Program of the city, county, local university or college.

B. Competency: Explore ways to use leisure time.

Performance Objective:

Given a schedule of all daily activities, explore all ways to positively use free time. Students must list three (3) options to explore for the use of leisure time.

1. Enabling Objective: List daily activities and identify leisure interests.

Content:

Realizing how much free time they have in one week helps students see the value of planning for the positive use of some of that time. It is necessary to have an inventory of leisure interests and a daily record of how students spend their time.

Activities:

o Students complete "Leisure Interest Inventory." Collect and save inventories for conference time during this unit.

-See Appendix for "Leisure Interest Inventory." p. 14, 15

o Another activity for identifying leisure interests:

-See Appendix for "Coat of Arms." p. 16

o Students complete "Daily Activities Log." Instruct them to list general activities and not get bogged down by details. Adapt this activity to the ability of each student. Logs may be kept for one day, one week or one weekend.

After checking the first day's log of students, instruct them to count the number of leisure hours for the day.

-See Appendix for "Daily Activities Log" and completed sample log. p. 17, 18

2. Enabling Objective: Identify new ways to use leisure time.

Content:

Disabled students need encouragement to try activities they may have thought they could not do. Perhaps lack of knowledge or a negative perception of self keeps students from trying new activities. Often disabled students have been "protected" too much by well-meaning parents. Others have been segregated into separate "special" leisure activities. While Therapeutic Recreation programs are ideal for some, many disabled people are really able to use the same programs intended for the general public.

Participation in sports is an option for many disabled students. Information on special programs is available from the Therapeutic Recreation departments and other community groups already listed.

Students should be encouraged to use puzzles, playing cards, board games and hand crafts as worthwhile leisure experiences. These activities help to advance concentration powers, logical thinking and socialization. Often, parents or family members do not take the time to promote these activities in the home. Many families do not share their leisure time; consequently, many young people never develop game or hand craft skills and use the television to occupy their free time.

-See Appendix for a listing of recreation programs in Virginia and the listing, "Modified Equipment Resources."p. 19

Activities:

o Play "LEISURE/REC. CHARADES" game: Leisure/recreation activities are written on cards. (i.e., chess, miniature golf, bowling, attend a concert, cooking, etc.). Students should contribute ideas for cards, too. A player chooses a card, acts out the stated activity, and the other players guess what it is.

o Game time suggestions:

  - Students form small groups to play games. Students who already know a game may want to teach it to others or may want to learn a new game.
  - Have game tournaments. Use a wall chart to keep track of players, teams, etc.

  - As games are learned, games or playing cards can be used when there is extra time in class or as a reward for good classroom behavior.

  - Possible games:

    Playing Cards
    Checkers
    Chess
    Chinese Checkers
    Othelo
    Battleship
    Dominoes
    Scrabble

- Crafts:

  - Students choose a craft. Possibilities are:

    Knitting
    Crochet
    Cross Stitch
    Rug Hooking
    Macrame
    Lap Quilting
    Needlepoint, Quick Point

    For help in teaching crafts, contact persons in craft shops (who may ask that supplies be purchased from them), persons in craft guilds or clubs, parents, or other students in the school.

- Puzzles:

  - Provide a space for jigsaw or other puzzles. Students could be grouped into small teams to work puzzles. Puzzles could be used after class assignments are completed.

C. Competency: Plan a trip to a sports event, play, or concert.

Performance Objective:

Given media announcements, team schedules and information on stadium seating, interpret and use the information to plan a trip to an entertainment event.

The evaluation, which must be completed with 80% accuracy, will include questions on choosing seat location, and determining ticket prices, date and time of event.

-See Appendix for, "Checking What You Know." p. 20

1. Enabling Objective: Interpret and use a sports schedule to plan a trip to a game.

Content:

Be certain that students understand the terms used on the schedule: Double header, opponent and vs.

Obtain schedules from newspapers to show in class also.

Involvement with spectator sports is part of the normalization and integration process that disabled students need. Attending an event allows students to absorb the atmosphere, become part of the fun and learn more about the sport. Also, as part of the trip, students should arrange for their own transportation. Use any option: private transportation, taxi cab, city bus, or special transportation services.

Activities:

- Discuss vocabulary words.

- Complete Worksheet.

  -See Appendix for "Baseball Schedule Worksheet." p. 22

- Invite a resource person (school coach, Little League coach, school team member) to talk to the class about baseball.

2. Enabling Objectives: Determine cost of the event and prices of different types of tickets.

Content:

Vocabulary words to stress are:

reserved bleachers stadium orchestra balcony

Students may need extra help in visualizing an arena or facility for a basketball game. A trip into the school gymnasium would be helpful to visualize a seating plan.

Activities:

o Discuss vocabulary words.

o Complete worksheet.

-See Appendix for, "Choosing a seat." p. 23

EVALUATION

The Leisure/Recreation activity of my choice is ______________________.

Second choice: ____________________ Third choice: ______________________

The Leisure/Recreation activity I will use is:

_____________ from category _____________		A. Public B. School
_____________ from category _____________ second choice		C. Religious D. Private E. Commercial
_____________ from category _____________ third choice		F. Special Interest

Name of the organization that operates that activity is

__________________________________, __________________________________,
first choice second choice

__________________________________.
third choice

	DATE	TIME	COST
1.	_______________	_______________	_______________
2.	_______________	_______________	_______________
3.	_______________	_______________	_______________

REMARKS: ____

____

____

VIRGINIA DEPARTMENTS OF PARKS AND RECREATION
DIRECTORY
AND
LISTING OF THERAPEUTIC RECREATION PROGRAMS

Abingdon Recreation Dept.
P. O. Box 789
Abingdon, VA 24210
703-628-3167

Accomack Co. Parks &
Recreation Dept.
County Office Building
Accomac, VA 23301
804-787-3900

Albemarle Co. Parks &
Recreation Dept.
401 McIntire Road
County Office Bldg.
Charlottesville, VA 22901
804-296-5845

*Alexandria Dept. of
Recreation and Cultural
Activities
1108 Jefferson Street
Alexandria, VA 22314
703-838-4343

Alleghany/Clifton Forge
Dept. of Human and Leisure
Services
County Courthouse
Covington, VA 24426
703-962-5801

Amherst County Department
of Recreation
P. O. Box 556
Amherst, VA 24521
804-946-9371

*Arlington County Dept. of
Parks, Rec., & Community
Resources
300 North Park Drive
Arlington, VA 22203
703-558-2700

Augusta Co. Dept. of
Parks and Recreation
P. O. Box 7
Fishersville, VA 22939
703-885-8937

Bath County Dept. of
Parks and Recreation
P. O. Box 839
Hot Springs, VA 24445
703-839-2916

Bedford City Recreation Dept.
P. O. Box 807
Bedford, VA 24523
703-586-5488

Bedford Co. Recreation Comm.
780 Bedford Ave. Extension
Bedford, VA 24551
703-586-8487

Big Stone Gap Parks and
Recreation Department
Town Hall
Big Stone Gap, VA 24219
703-523-4788

Blacksburg Parks and Recreation
300 South Main Street
Blacksburg, VA 24060
703-961-1135

Bluefield Parks and Recreation
Department
P. O. Box 770
Bluefield, VA 24605
703-322-4626

Botetourt County Parks and
Recreation Commission
P. O. Box 279
Fincastle, VA 24090
703-473-8222

Bristol Parks and Recreation
Department
P. O. Box 183
Bristol, VA 24203
703-466-8310

Buckingham Co. Recreation Dept.
P. O. Box 252
County Courthouse
Buckingham, VA 23921
804-969-4242

Buena Vista Dept. of Parks
Municipal Building
Buena Vista, VA 24416
703-261-7321

Campbell Co. Dept. of Recreation
P. O. Box 369
Rustburg, VA 24588
804-847-0961

*These departments also provide Therapeutic Recreation Programs and/or Adaptive Recreation Services.

Compiled by: Virginia Department of Conservation
and Historic Resources
Division of Parks and Recreation
1201 Washington Building
Capitol Square
Richmond, VA 23219

Caroline Co. Recreation
Department
P. O. Box 507
Bowling Green, VA 22427
804-633-7277

Carroll Co. Recreation
Department
P. O. Box 511
Hillsville, VA 24343
703-728-3631

Charles City Co. Parks
and Recreation Dept.
P. O. Box 128
Charles City, VA 23030
804-829-2401

*Charlottesville Parks
and Recreation Dept.
P. O. Box 911
Charlottesville, VA 22902
804-971-3260

*Chesapeake Parks and
Recreation Department
P. O. Box 15225
Civic Center
Chesapeake, VA 23320
804-547-6411

*Chesterfield Co. Parks &
Recreation Department
P. O. Box 40
Chesterfield, VA 23832
804-748-1623

Christiansburg Dept. of
Parks and Recreation
P. O. Box 599
Christiansburg, VA 24073
703-382-2349

Clarke Co. Parks and
Recreation Department
P. O. Box 123
Berrysville, VA 22611
703-955-3091

Colonial Hts. Parks and
Recreation Department
P. O. Box 62
Meridian at Roanoke Ave
Colonial Heights, VA 23834
804-526-3388

Covington Recreation Dept.
City Hall
Locust Street
Covington, VA 24426
703-962-3253

Dale City Recreation Center
14300 Minnieville Road
Dale City, VA 22193
703-670-7115

*Danville Parks and
Recreation Department
P. O. Box 3300
Danville, VA 24543
804-799-5200

Elkton Parks and Recreation
173 West Spotswood Ave
Elkton, VA 22827
703-298-1951

Emporia Community Youth Center
P. O. Box 535
Emporia, VA 23847
804-634-5575

Emporia-Greensville
Recreation Association
425-H South Main Street
Emporia, VA 23847
804-634-5575

Essex Co. Dept. of Recreation
and Parks
County Office
Tappahannock, VA 22560
804-443-2470

Fairfax City Recreation Dept.
3730 Old Lee Highway
Fairfax, VA 22030
703-385-7858

*Fairfax Co. Dept. of Rec.
and Community Services
11212 Waples Mill Road
Fairfax, VA 22030
703-691-3291

*Fairfax Co. Park Authority
3701 Penden Drive
Fairfax, VA 22030
703-941-5000

*Falls Church Recreation and
Parks Department
223 Little Falls Street
Falls Church, VA 22046
703-241-5077

Fauquier Co. Parks and
Recreation Department
62 Culpepper Street
Warrenton, VA 22186
703-347-8630

Floyd-Floyd County Public
Recreation Facilities Authority
P. O. Box 403
Floyd, VA 24091
703-745-2565

Fluvanna Co. Recreation Comm.
P. O. Box 299
Palmyra, VA 22963
804-842-3150

Franklin City Parks and Rec.
207 West Second Avenue
Franklin, VA 23851
804-562-4111

Franklin Co. Recreation Dept.
Route 2, Box 98-A
Rocky Mount, VA 24151
703-483-9293

*Frederick Co. Department of
Parks and Recreation
Nine Court Square
Winchester, VA 22601
703-665-5678

Fredericksburg Recreation Dept.
408 Canal Street
Fredericksburg, VA 22401
703-373-9411

Fredericksburg-Stafford County
Park Authority
Saint Clair Brooks Park
P. O. Box 433
Fredericksburg, VA 22401
703-373-7909

Front Royal Dept. of
Parks and Recreation
Municipal Building
P. O. Box 1560
Front Royal, VA 22630
703-636-6889

Galax Parks & Recreation
Department
City Hall
Galax, VA 24333
703-236-3218

Gloucester County Parks
and Recreation Department
P. O. Box 157
Gloucester, VA 23061
804-693-2355

Goochland Recreation Comm.
P. O. Box 10
Goochland, VA 23063

Grayson Co. Parks and
Recreation Department
P. O. Box 217
Independence, VA 24348
703-773-2471

Halifax Co. Parks and
Recreation Department
County Courthouse
Halifax, VA 24558
804-476-7538

*Hampton Dept. of Parks
City Hall
Hampton, VA 23669
804-727-6347

Hampton Dept. of Rec.
City Hall
Hampton, VA 23669
804-727-6197

Hanover Co. Parks and
Recreation Department
Courthouse
Hanover, VA 23069
804-537-6000

Harrisonburg Dept. of Parks
and Recreation
305 South Dogwood Drive
Harrisonburg, VA 22801
703-433-9168

*Henrico Co. Recreation
and Parks Department
P. O. Box 27032
Richmond, VA 23273
804-649-0566

Henry Co. Dept. of Recreation
and Parks
County Administration Bldg.
P. O. Box 7
Collinsville, VA 24078
703-638-5311

Herndon Parks and Recreation
Department
703 Elden Street
P. O. Box 427
Herndon, VA 22070
703-435-6865

Hopewell Dept. of Recreation
and Parks
100 West City Point Road
Hopewell, VA 23860
804-541-2353

Isle of Wight County
Public Facilities Authority
Route 2, Box 4
Carrollton, VA 23314
804-357-2291

James City County Parks &
Recreation
P. O. Box JC
Williamsburg, VA 23185
804-220-4700

King George Parks and
Recreation Department
P. O. Box 71
King George, VA 22485
703-775-9780

Lancaster Co. Parks and
Recreation Department
P. O. Box 167
Lancaster, VA 22503
804-462-7705

Lexington Parks and Recreation
Department
300 East Washington Street
Lexington, VA 24450
703-463-9525

*Loudoun Co. Dept. of Parks
and Recreation
18 North King Street
Leesburg, VA 22075
703-777-0343

Louisa Co. Parks and Recreation
Department
P. O. Box 864
Louisa, VA 23093
703-967-2166

Lynchburg Dept. of Recreation
and Cultural Resources
P. O. Box 60
Lynchburg, VA 24505
804-847-1640

Madison Co. Park Authority
P. O. Box 435
Madison, VA 22727
703-948-6888

Manassas Dept. of Parks and
Cemeteries
9518 Fairfax Avenue
Manassas, VA 22110
703-335-8235

Manassas Park Parks & Recreation
103 Manassas Drive
Manassas Park, VA 22110
703-361-0124

Marion Recreation Department
P. O. Box 661
Marion, VA 24354
703-783-4840

Martinsville Recreation Dept.
P. O. Drawer 1112
Martinsville, VA 24112
703-638-3971

Mathews Co. Parks and Recreation
Department
P. O. Box 868
Mathews, VA 23190
804-725-7171

McLean Community Center
6890 Churchill Road
McLean, VA 22101
703-790-9248

Montgomery Co. Parks and
Recreation
Route 7, Box 19
Christiansburg, VA 24073
703-382-6975

Nelson Co. Rec. Dept.
County Courthouse
Lovingston, VA 22949
804-263-4873

*Newport News Department
of Parks and Recreation
2400 Washington Avenue
7th Floor
Newport News, VA 23607
804-247-8451

*Norfolk Dept. of Parks
and Recreation
East Wing, City Hall
Norfolk, VA 23510
804-441-2400

Northampton Co. Parks and
Recreation Department
P. O. Box 847
Eastville, VA 23347
804-678-5179

Northern VA Regional Park
Authority
5400 Ox Road
Fairfax Statin, VA 22039
703-352-5900

Northumberland Co. Parks
and Recreation Department
County Courthouse
Heathsville, VA 22473
804-580-8901

Norton Recreation Dept.
Municipal Bldg.
P. O. Box 618
Norton, VA 24273

Orange Co. Dept. of Rec.
155 E. Newton Street
Orange, VA22960
703-672-5435

Patrick Co. Rec. Department
P. O. Box 506
Stuart, VA 24171
703-694-3917

Petersburg Recreation Dept.
30 Guarantee Street
Petersburg, VA 23803
804-733-2394

Poquoson Parks and Rec. Dept.
Municipal Building
830 Poquoson Avenue
Poquoson, VA 23662
804-868-7502

*Portsmouth Parks and Rec.
801 Crawford Parkway
Portsmouth, VA 23704
804-393-8481

Prince George Co. Park &
Recreation Department
P. O. Box 68
Prince George, VA 23875
804-733-2646

Prince William Co. Park
Authority
12249 Bristow Road
Bristow, VA 22013
703-361-7181

Pulaski Town Recreation Dept.
Municipal Building
P. O. Box 66
Pulaski, VA 24301
703-980-1000

Radford Recreation Dept.
29 First Street
Radford, VA 24141
703-731-3633

Rappahannock Co. Recreational
Facilities Authority
Office of Circuit Court
Washington, VA 22747
703-675-3621

Richlands Recreation Department
217 Railroad Avenue
Richlands, VA 24641
703-964-2566

*Richmond Department of
Recreation and Parks
900 East Broad Street
Richmond, VA 23219
804-780-5930

Roanoke Co. Parks and Rec. Dept.
1206 Kessler Mill Road
Salem, VA 24153
703-387-6078

Roanoke Co. Parks and Rec. Dept.
814-B Washington Avenue
Vinton, VA 24179
703-345-6578

Roanoke Dept. of Parks and Rec.
210 Reserve Avenue, SW
Roanoke, VA 24016
703-981-2236

Rockbridge Co. Parks and Rec.
Department
Courthouse Square
Lexington, VA 24450
703-463-9407

Rockingham Co. Dept. of Parks
and Recreation
501 County Office Building
Harrisonburg, VA 22801
703-434-4455

Salem Dept. of Parks and Rec.
811 East Main Street
Salem, VA 24153
703-375-3057

Shenandoah (Town) Recreation
and Parks Department
Town Hall
Shenandoah, VA 22851
703-652-3394

Shenandoah Co. Parks and
Recreation Department
P. O. Box 185
Woodstock, VA 22664
703-459-4049

South Boston Recreation
Department
P. O. Box 417
South Boston, VA 24592
804-572-3621

Spotsylvania Co. Dept.
of Parks and Recreation
P. O. Box 77
Spotsylvania, VA 22553
703-582-6361

Stafford Co. Rec. Dept.
P. O. Box 339
Stafford, VA 22554
703-659-8658

Stanley Recreation and
Parks Department
Town Hall
Stanley, VA 22841
703-778-2615

Staunton Recreation Dept.
P. O. Box 58
Staunton, VA 24401
703-886-8435

Suffolk Parks and
Recreation Department
P. O. Box 1858
Suffolk, VA 23234

Surry Co. Parks and
Recreation Department
Route 10
Surry, VA 23883
804-294-3002

Tazewell Recreation Dept.
P. O. Box 608
Tazewell, VA 24651
703-988-5404

Upper Valley Regional
Park Authority
P. O. Box 478
Crottoes, VA 24441
703-249-5729

Vienna Dept. of Parks
and Recreation
120 Cherry Street, SE
Vienna, VA 22180
703-225-6300

*Virginia Beach Department
of Parks and Recreation
2289 Lynnhaven Parkway
Virginia Beach, VA 23456
804-471-4884

Washington Co. Department
of Recreation
205 Academy Street
Abingdon, VA 24210
703-628-4781

Washington Co. Park Authority
174 East Main Street
Abingdon, VA 24210
703-628-8782

*Waynesboro Co. of Recreation
and Parks
413 Port Republic Road
Waynesboro, VA 22980
703-949-6505

Westmoreland Co. Parks and
Recreation
P. O. Box 457
Montross, VA 22520
804-493-8911

Williamsburg Department of
Parks and Recreation
412 North Boundary Road
Williamsburg, VA 23185
804-229-4821

*Winchester Department of
Parks and Recreation
War Memorial Building
Winchester, VA 22601
703-662-4946

Wythe County/Rural Retreat
Lake Authority
Route 1, Box 624
Wytheville, VA 24382
703-228-5457

Wytheville Town Community
Activities Department
250 South 4th Street
Municipal Building
Wytheville, VA 24382
703-228-2313

York County Dept. of Leisure
Services
126 Ballard Street
P. O. Box 532
Yorktown, VA 23690
804-898-0090

IV., B.

LEISURE INTEREST INVENTORY

DIRECTIONS: Check the activities that you enjoy doing in your spare time.

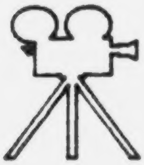
AT HOME:

_____ yard work
_____ indoor plants
_____ watch T.V.
_____ sew your own clothes
_____ knitting or crocheting
_____ woodworking
_____ baking pies or cakes
_____ everyday cooking
_____ read books or magazines
_____ take care of pets
_____ work on car

NATURE:

_____ going to the beach
_____ fishing
_____ boating
_____ camping
_____ going on a picnic
_____ skiing
_____ horseback riding
_____ hiking

ENTERTAINMENT:



_____ go to movies
_____ go to musicals
_____ go to plays
_____ have a party
_____ attend parties
_____ go to friends' house
_____ get together with relatives
_____ go out to eat

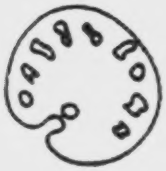
GAMES AND SPORTS:

_____ watch sports on T.V.
_____ watch sports in stadium
_____ card games
_____ dominoes
_____ chess
_____ word games (i.e., Scrabble)
_____ jigsaw puzzles
_____ board games
_____ video games
_____ computer games
_____ bowling
_____ swimming
_____ play ball
_____ play volleyball
_____ play football
_____ skating
_____ play soccer
_____ play basketball

LEISURE INTEREST INVENTORY
Page 2

ART AND MUSIC:

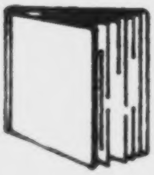
______ dancing
______ watch ballet
______ watch other dancing
______ listen to classical music
______ listen to rock & roll
______ listen to country/western
______ visit museum
______ make jewelry



______ play an instrument
______ singing
______ attend classical concerts
______ attend rock concerts
______ sketch pictures
______ paint pictures

HOBBIES:

______ photography
______ CB or Ham radio



______ collecting (Item: ____________________)
______ reading (__ fiction, __ non-fiction)

OTHERS: (List)

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

COAT of ARMS

(To identify leisure interests)

Directions:

Put your answers to the 5 questions in the appropriate area on the Coat of Arms. You may write answers, draw pictures, or use pictures from a magazine.

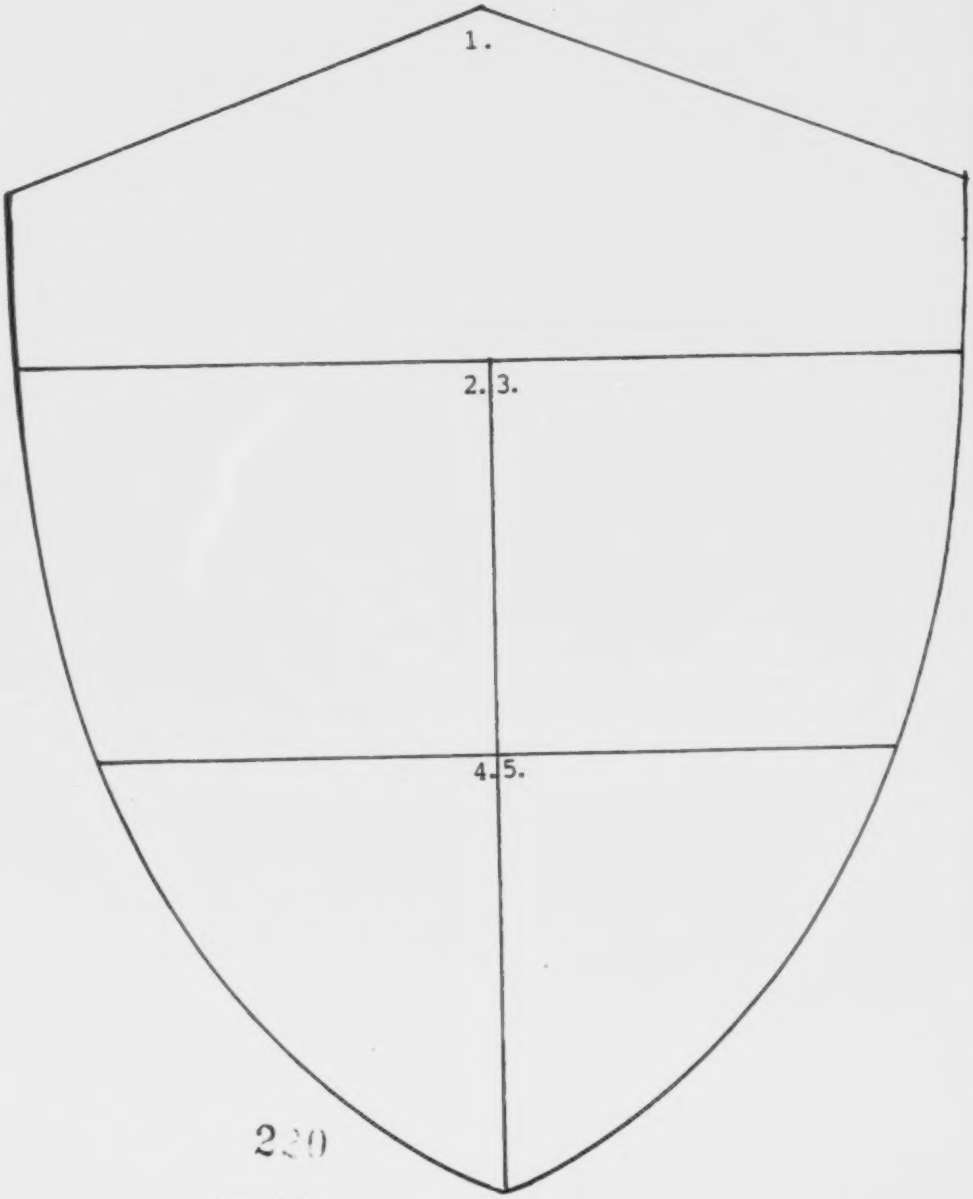
1. **What is your favorite indoor activity?**

2. **What is your favorite outdoor activity?**

3. **With whom do you like to participate?**

4. **What is an activity you enjoy with your family?**

5. **What new activity would you like to try?**



DAILY ACTIVITIES LOG

NAME: ______________________________

DAY OF THE WEEK: ____________ DATE: ______________________

A.M. 1:00 ______________________________

2:00 ______________________________

3:00 ______________________________

4:00 ______________________________

5:00 ______________________________

6:00 ______________________________

7:00 ______________________________

8:00 ______________________________

9:00 ______________________________

10:00 ______________________________

11:00 ______________________________

NOON 12:00 ______________________________

P.M. 1:00 ______________________________

2:00 ______________________________

3:00 ______________________________

4:00 ______________________________

5:00 ______________________________

6:00 ______________________________

7:00 ______________________________

8:00 ______________________________

9:00 ______________________________

10:00 ______________________________

11:00 ______________________________

MIDNIGHT 12:00 ______________________________

IV.,B.

DAILY ACTIVITIES LOG

NAME: Jennifer Smith

DAY OF THE WEEK: Tuesday DATE: May 5, 1988

A.M. 1:00 asleep
2:00
3:00
4:00
5:00
6:00
7:00 got up, got dressed
8:00 Ate breakfast. Took bus to school
9:00 School
10:00
11:00
NOON 12:00
P.M. 1:00
2:00
3:00 Took bus home from school
4:00 Arrived home. Watched t.v.
5:00 Watched t.v. — played home video ga
6:00 Ate dinner
7:00 Helped with dinner clean-up
8:00 Did school home work
9:00 Watched t.v. — talked on phone
10:00 Watched t.v. — Went to bed at 10:30
11:00 asleep
MIDNIGHT 12:00

modified equipment resources

ABLEDATA is a data base which can praovide you with a list of devices/equipment, manufacturers, suppliers and costs. This service is either free or is quite inexpensive. The address and telephone number is:

System Manager
The ABLEDATA SYSTEM

National Rehabilitation Information Center
4407 Eighth Street, N.E.
Washington, DC 20017

Toll Free: 1-800-34-NARIC
Voice/TDD: 202-635-5826

This source is very inclusive; however, the names and addresses of some suppliers are listed below.

Adaptive equipment and materials suppliers

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
Catalogue: Products for people with vision problems

Flaghouse, Inc.
18 West 18th Street
New York, NY 10011
(212) 898-9700
Catalogue: Wholesale catalogue of physical education and recreation equipment for exceptional and elementary children (K through 6), wholesale catalogue of adaptive, corrective, developmental, perceptual motor and recreation equipment for exceptional children and adults.

Stuart's Sports Specialties
7081 Chad Street
Anchorage, AL 99502
(907) 349-8377
Catalogue: Fishing gear, boat loaders

George H. Snyder Enterprises
5809 N.E. 21 Avenue
Ft. Lauderdale, FL 33308
(305) 772-6526
Catalogue: Bowling ball holder, camera holder

Jack Golden Associates
16475 Stricker
East Detroit, MI 48021
(313) 772-4117
Catalogue: Blue Valley Industries, Inc. Form Incorporated Sculpture for Play, Exerglide Playground Division

Quality Industries, Inc.
P.O. Box 765
2151 Mechanic Street
Hillsdale, MI 49242
(517) 439-1591

Alexander Graham Bell
Association for the Deaf
3417 Volta Place, N.W.
Washington, DC 20007
Catalogue: Signaling and assistive listening devices for hearing-impaired people.

Additional Resources for Homemade Equipment and Adapted Devices

Corbin, Charles B. *Inexpensive Equipment for Games, Play and Physical Activity.* Dubuque, Iowa: Wm. C. Brown Company, 1972.

Kennedy, D.W., Austin, D.R., and Smith, R.W. *Special Recreation: Opportunities for Persons with Disabilities.* Philadelphia, Pennsylvania: Saunders College Publishing, 1987.

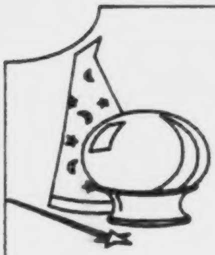
Nesbitt, John. *International Directory of Recreation-Oriented Assistive Device Sources.* Marina Del Rey, California: Lifeboat Press, 1986.

Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). "Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants". Washington, D.C.: AAHPER/IRUC (1201 16th Street, N.W. 20036), 1973, 92 pp., $9.20.

From: Project LIFE, Leisure is For Everyone, Curriculum in Leisure Studies and Recreation Administration. University of North Carolina at Chapel Hill.

EVALUATION: CHECKING WHAT YOU KNOW

Directions: Use the information in the entertainment announcement, ticket prices, and baseball schedule to answer the questions.



MAGIC SHOW: Civic Auditorium
Ticket Sales: Monday - Friday
9:00 - 5:00
Weekends 10:00 - 6:00

ZANZAR!
The Great
Master
Magician

Magic Show:
Friday 8:00 p.m.
Saturday 8:00 p.m.
Sunday 3:00 p.m. and 8:00 p.m.

TICKET PRICES - Reserved Seats

Matinees:	$3.00	$5.00	$6.50	Children under 2 free
Evenings:	$5.00	$7.00	$9.00	Senior Citizens half price
				Student discounts

1. What is the name of the magician? ______________________________
2. How many days can you see this show? _______________
3. Can you buy a ticket at 4:00 p.m. on Monday? _______________
4. Can you buy a ticket at 9:00 a.m. on Saturday? _______________
5. What day has 2 show times? _______________
6. Are all seats reserved? _______________
7. Which tickets are more -- day or night? _______________
8. What would be the lowest priced ticket for a senior citizen? _______________
9. Who can get in free? _______________
10. Do students get a discount? _______________

EVALUATION: CHECKING WHAT YOU KNOW (continued)

JULY THE STARS SCHEDULE

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
6	7	8	9	10	11	12
		HOME vs. METROS 7:30 pm	HOME vs. METROS 7:30 pm		AWAY vs. SHARKS 7:30 pm	AWAY vs. SHARKS 7:30 pm
13	14	15	16	17	18	19
HOME vs. JETS 3:00 pm	HOME vs. JETS 7:30 pm			AWAY vs. RED BIRDS 7:30 pm		AWAY vs. RED BIRDS 7:30 pm

11. Could you go to a Stars home game on Friday, July 11? ____________
12. Who do the Stars play on July 8? ____________________________________
13. Which day has afternoon games? _________________
14. Do the Stars play each time here twice? _________________
15. On this calendar, are there more home or away games? _____________

BASEBALL SCHEDULE WORKSHEET

Directions: Read the schedules below and answer the questions.

MAY THE STARS *DOUBLE HEADER

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
7	8	9	10	11	12	13
HOME vs. JETS* 1:00 pm		AWAY vs. TIGERS 7:00 pm	AWAY vs. TIGERS 7:00 pm			HOME vs. REBELS* 2:00 pm
14	15	16	17	18	19	20
HOME vs. REBELS 3:00 pm	HOME vs. REBELS 7:00 pm			AWAY vs. EAGLES 7:00 pm	AWAY vs. EAGLES* 5:00 pm	

STARS

DATE	OPPONENT	TIME/PLACE
JUNE 1	EAGLES	2:00 p.m. HOME
JUNE 4	JETS	7:00 p.m. AWAY
JUNE 5	JETS*	2:00 p.m. AWAY
JUNE 9	COUGARS	7:00 p.m. HOME

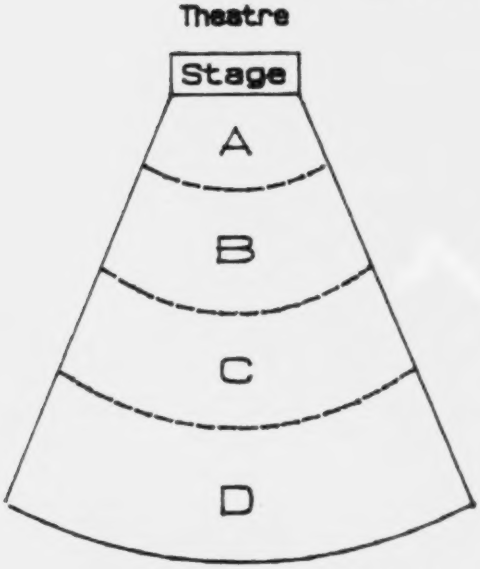
* DOUBLE HEADER

1. What team do the Stars play on May 9? ______________________
2. Is the game on May 13 a double header? ______________________
3. Is there a home game on May 15? ______________________
4. What team is only played once on both schedules? ___________
5. Is there a home game on June 4? ______________________
6. Could you go to a double header on a Sunday in May? __________
7. How many times do the Stars play the Jets in June? _______

Activity: CHOOSING A SEAT

Directions: Study the diagram for the theater and the football stadium. Each diagram has reserved seats in 4 different price ranges. The better seats cost the most. When you buy a ticket the seat section, row, and number are printed on the ticket.

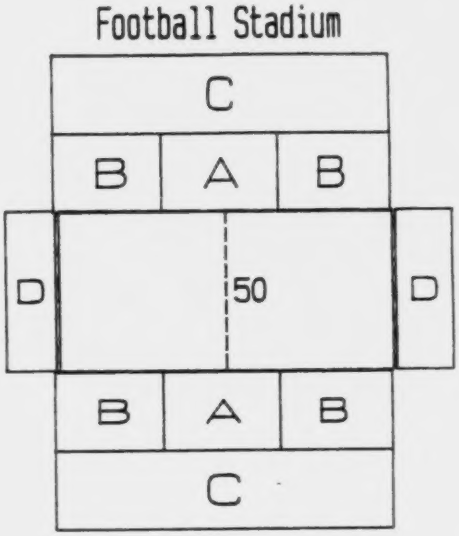
Answer the questions about the reserved seats.



Theater Prices

Section A	$15.00
Section B	$12.00
Section C	$ 9.00
Section D	$ 5.00

1. How much is a seat in the best section? ________
2. How much is a seat in Section B? ________
3. Which section is farthest from the stage? ________
4. How much more is Section B, than C? ________
5. How much are 2 tickets in Section D? ________



Football Prices

Section A	$ 9.00
Section B	$ 7.00
Section C	$ 5.00
Section D	$ 3.50

1. How much is a ticket in Section B? ________
2. How much is a ticket on the 50 yard line (the best tickets)? ________
3. Which seats are higher up in the bleachers, Section B or C? ________
4. How much are 3 of the cheapest tickets? ________
5. How much more is a ticket in Section A than in B? ________

ADAPTATIONS

Adaptive Equipment for Orthopedically Handicapped and/or Visually Impaired

1. Card Holders
   For: individuals with one hand or limited hand function
2. Giant Faced Cards
   For: individuals with low vision
3. Braille Playing Cards
   For: blind persons
4. Bowling Ramp
   For: individuals in wheelchairs, those with limited balance or limited upper extremity function.
5. Handle Grip Bowling Ball
   For: individuals with limited hand function.
6. Clocks with Highly Visible Faces
   For: individuals with low vision (Note: mounting wall clocks at eye level allows a visually impaired person to view it at a close distance).
7. Talking Clocks
   For: individuals with low or no vision.
8. Bowling Raillings
   For: guiding a blind person who is bowling

REFERENCES/RESOURCES

References:

Brolin, Donn E. Life Centered Career Education: A Competency Based Approach. Reston, VA: The Council For Exceptional Children, 1978.

Glascoe, Lynda Gayle, Lynn Sharon Miller, and Charles J. Kokasca. Life Centered Career Education, Activity Book Two. Reston, VA: The Council For Exceptional Children, 1986.

Kransberg, Deborah and Joan Wolfgang, eds. Life School Bellmont, CA: Fearon, Division of David S. Lake Publishers, 1981.

LIFE: Leisure is For Everyone. Chapel Hill, NC: University of North Carolina, 1987.

Resources:

Department of Leisure Studies and Services
Old Dominion University
Norfolk, Virginia

Virginia Department of Conservation and Historic Resources
Division of Parks and Recreation
Richmond, Virginia

V
HEALTH
Introduction

The purpose of this chapter is to acquaint students with standard health and hygiene practices and to familiarize them with disability related aids and devices.

This chapter is not a medically oriented review of health and disability. The thrust of this chapter is to allow disabled persons to take control of their own lives by taking responsibility for their health and physical well-being. Too often, the medical profession and the family take charge of the disabled person in this area. Students should learn the assertiveness skills to ask questions about their disability and to become knowledgable about it.

This chapter also will familiarize students with some of the aids and equipment available to assist them in functioning independently with their disability. This section is included in this chapter not because the use of aids and equipment is a substitute for good health habits, but because appropriate use of aids and equipment can augment the independence and capabilities of the individual. This section should be exciting for students as well as parents, since neither may be familiar with the variety of aids and equipment available today.

DRAFT

V.

HEALTH

A. Competency: Select and use personal care products.

Performance Objective:

Given a grooming or hygiene product, identify the reason for its use and its importance to good health. A score of 80% must be attained on a written or oral evaluation.

-See Appendix for "Grooming and Hygiene Products Test."

1. Enabling Objective: Demonstrate knowledge for the use of personal care products.

Content:

Many personal care products are available on the market. Included are products for the hair, cleaning the body, oral hygiene, shaving, manicure products, lotions and creams, make-up and health products.

Health aids are those which are necessary for good health (soap) and beauty aids are those used for appearance only (nail polish).

Activities:

- Discuss various grooming and hygiene products and their uses. Discuss the difference between health and beauty aids.
- Students bring to class examples of various products-labels, empty boxes or containers, or magazine advertisements.
- Create a bulletin board display for these products. Group them by the body parts for which they are used.
- Students make appointments for a hair cut with cosmetology students, if there is such a program, at Vocational Technical High School.

2. Enabling Objective: Critically analyze advertising claims for personal care products.

Content:

Competition between producers of personal care products is very strong. Students should read and listen to advertisements very carefully and be alert to false-sounding claims. (Tooth paste that prevents cavities, weight-loss plans, products that stimulate hair growth in bald men, muscle-building products, and claims for vitamins.)

Activities:

o From magazine advertisements or products on display in the classroom, students select a product and give the following information: (It would be very good for students to select a product they have actually used.)

-See Appendix for activity, "Advertising Claims."

B. Competency: Maintain good health by proper treatment of common illnesses and the use of preventative techniques.

Performance Objective:

In a student/teacher interview, tell what to do for illnesses that need treatment. This includes giving an accurate description of an illness, evaluating when to miss work or when to call the doctor, and identifying the information on a prescription label.

1. Enabling Objective: Identify symptoms of common illnesses, home care procedure for common illnesses, and situations for medical intervention.

Content:

Common illnesses such as respiratory conditions may become serious if not treated promptly. Many physically disabled students are prone to respiratory infections.

SYMPTOMS

Less Serious		More Serious
Teary eyes	Fever	Shaking chills
Runny nose	Chills	Severe chest pains
Husky voice	Weakness	Sweating
Obstructed breathing	Loss of appetite	Dry cough
Dulled sense of taste, smell	Aching of the head, back, arms, legs	Desperate need for oxygen
Lethargic feeling,	Nausea	Bluish cast to finger tips, lips
Possible slight fever	Burning eyes	

Activities:

- o Discuss symptoms of common illnesses. Include common cold, flu, bronchitis, pneumonia.

- o Discuss following medical directions and special vocabulary associated with home health care. Students complete worksheets.

  -See Appendix for worksheets:
  "Medical Terms,"
  "Following Medical Directions"

- o Provide a variety of labels and empty medicine bottles. (Encourage students to bring some from home, also). Include both prescription and non-prescription medications. Students should be able to identify the following:

  -Name of medicine?
  -Prescription or non-prescription?
  -What illness or symptom does it treat?
  -What is the dosage?
  -When is the expiration date?
  -Special precautions?
  -Refills

2. Enabling Objective: Identify medical history and information about self.

Content:

Everyone should have a medical record which they keep at home in a safe place.

Activities:

- o Students complete "Medical History Worksheet." This should be done at home with the aid of parents.

  -See Appendix for "Medical History Worksheet."

3. Enabling Objective: Identify methods of preventative health care.

Content:

Preventative measures for good health include eating nutritious food, exercise and rest. Parents may need to be contacted for their support although self-motivation is all-important. Students should not attempt a major weight loss program nor should vigorous exercise be attempted without consulting a physician. The peer counselor should be incorporated into these activities.

Activities:

- Students keep a daily fitness log by using the example in the Appendix or creating their own - listing all foods eaten, amount of exercise and amount of rest.

  -See Appendix for "Self Evaluation, Keeping Physically Fit."

- Weigh each student at the beginning and end of the week.

- Confer individually with students and discuss log. Suggest ways to improve in diet, exercise or rest.

- Repeat this activity periodically; every 4 to 6 weeks at first, then every 2 months.

4. Enabling Objective: Identify community health care agencies.

Content:

Each city or county in the Commonwealth of Virginia is served by a Public Health Department. The following patient services are available: immunization, general medical and sick care, sexually transmitted disease clinics, family planning services, dentistry, and pre-natal clinics. The frequency with which these clinic services are available depends on the locality. Proof of income is required to determine the amount of the fee, if any. Occasionally, persons are referred to private organizations and agencies for further help, i.e., to the Lions Club for eye glasses, and to the Red Cross which operates a Language Bank (interpretive services for non-English speaking people.)

The Community Services Board in each locality has a program of services in mental health and mental retardation/developmentally disabled. Included are personal and family counseling, residential services, vocational services and recreational services. Fees are based on the same income and expense criteria that that Public Health Department uses.

-See Reference/Resource Section of Appendix for, "State Resource Sheet: Virginia."

Activities:

- o Students survey their own locality to determine what services are available, if fees are charged, who is eligible, etc.. Locate phone numbers in phone directory and role play finding the information.

- o Students complete the activity, "Community Health Care Facilities."

C. Competency: Explore the use of various aids and equipment specific to one's own disabiity.

Performance Objective:

During a student/teacher interview, identify consumer sources of aids and equipment that would be of personal benefit. This would include a list of professionals, retail outlets or other sources of information.

1. Enabling Objective: Explore the use of aids and equipment that facilitate daily living for disabled persons. Identify and evaluate sources of aids and equipment.

   -See Appendix for list:
   "Adaptive Equipment for Orthopedically Handicapped."

   Content:

   Include items that would benefit all disability groups - visually impaired, hearing impaired, orthopedically handicapped, and those with speech disorders. The Appendix includes lists of equipment and suggestions.

To purchase such equipment check phone book listings. Some health aids stores have an Occupational Therapist on the staff. Professional Associations and the Rehabilitation Engineering Department of the Virginia Department of Rehabilitative Services are sources of information, although Rehabilitation Engineers are not in every office of DRS across the state. The Virginia Department of Visually Handicapped will purchase blindness related equipment for blind and visually impaired persons (based on their income) and will make referrals.

Activities:

o Students identify, through examining daily routines, where the need exists for assistive devices.

o Play the "INVENTION" game. Divide the class into two or three groups and brainstorm new inventions that would make daily living easier.

o Display retail catalogs for aids and equipment.

o Refer students to Peer Counselor for in-depth discussions of appropriate equipment and aids.

o For guest speaker invite an Occupational Therapist or a Rehabilitation Engineer.

V. A.

GROOMING/HYGIENE PRODUCTS TEST

Name of Student ______________________

Name of Product ______________________

Read the label or directions for using this product. Answer the following questions about the product:

---

1. For what part of the body is this product intended?

2. What is the reason for using this product?

3. Does the label or advertising explain about the use of this product?

4. Is the use of this product primarily for health or beauty?

5. What are the directions for using this product correctly?

6. Are there any safety precautions listed?

7. Is this a product everyone should use? _____ Why?

   If not, who should use it?

8. Do you use this product?

   Do you use another brand of this product?

V. A. 2

NAME: ____________________

Activity: ADVERTISING CLAIMS

Directions: Select a product. Have you used this product? __________ Answer the questions in the columns below. You may do more than one product if you wish.

Name of Product	Where on the body is it used?	List advertising claims	If proper directions are followed, are claims met?

V. B

Name ______________________________

MEDICAL TERMS

Write the letter of the definition on the right next to the word it matches on the left.

____ pill

____ capsule

____ physician

____ ointment

____ spray

____ prescription

____ diagnosis

____ fever

____ pharmacist

____ clinic

____ wound

____ drops

____ internal

____ dosage

____ external

____ symptoms

a. small case for holding a dose of medicine to be swallowed.

b. on the inside of the body.

c. medicine made up into a tiny ball to be swallowed or chewed.

d. a medical doctor.

e. a creamy medicine used on the skin.

f. abnormally high body temperature.

g. liquid medicine used in ears and eyes.

h. changes in the body that let you know you are sick.

i. liquid sent through air in tiny drops

j. a conclusion reached after an examination.

k. written instructions from a physician indicating treatment or medicine for a patient.

l. the amount of medicine to be taken at one time.

m. one who specializes in the preparing and dispensing of drugs.

n. an injury, especially where the skin is broken or damaged.

o. medical institution with several specialists working together.

p. on the outside of the body.

V. B. 1

Name ______________________________

FOLLOWING MEDICAL DIRECTIONS

Write the letter of the definition on the right next to the phrase it matches on the left.

Part I

____ apply 6 times daily

____ store at room temperature

____ cleanse affected area

____ stinging sensation may follow application

____ avoid prolonged exposure to temperatures above 30° C (86° F)

____ apply liberally

____ dissolve

____ follow with liquid

____ dose may be repeated every 3 hours

____ avoid driving motor vehicle

a. Wash the part of your skin that is not normal.

b. Skin may sting after you put medicine on it.

c. Use six times every day.

d. Do not put in regrigerator.

e. Put on a generous amount.

f. Do not put in the sun or other hot places for a long period of time.

g. Do not drive a car, truck, or motorcycle.

h. Put into water and mix.

i. Drink water or juice after taking medicine.

j. Take medicine every three hours if you need to.

FOLLOWING MEDICAL DIRECTIONS (Continued)

Part II

____ decrease dosage

____ not recommended for children under six.

____ temporary relief

____ do not exceed recommended dosage

____ may cause drowsiness

____ if symptoms persist

____ consult a physician

____ for external use only

____ discontinue use

____ not for prolonged use

a. To feel better for a while.

b. Do not take more than the directions tell you to.

c. You may feel sleepy.

d. Children younger than six years should not take this.

e. To be used only on the outside of the body.

f. If you do not feel better.

g. Talk with a doctor.

h. Stop using.

i. Do not use for a long time.

j. Take less of the medicine.

MEDICAL HISTORY WORKSHEET

Directions:

Complete each section of the Medical History.
Ask parents or family members for help if necessary.

Name ____________________

Birth Date ____________________

Birth Place ____________________

FAMILY	LIVING	DECEASED
Mother	______	______
Father	______	______
Sister(s)	______	______
	______	______
	______	______
Brother(s)	______	______
	______	______
	______	______

SHOTS	DATE
Diptheria	__________
Whooping Cough	__________
Tetanus	__________
Typhoid	__________
Polio	__________
Small Pox	__________
Tuberculosis	__________

Have you had the following?:

	YES	NO	DATE
Measles	___	___	__________
Chicken Pox	___	___	__________
Mumps	___	___	__________
Other:			
__________			__________
__________			__________

ALLERGIES

List Types:	Allergy Medications YES	NO
______	______	______
______	______	______
______	______	______
______	______	______

SURGERY

List Types:	Date
______	______
______	______
______	______
______	______

DATES LAST IN HOSPITAL

Date	Reason
______	______
______	______
______	______

SPECIAL HEALTH CONDITIONS

______

______

Are you supposed to use: Check if you use.

Eye Glasses	______	Crutches	______
Hearing Aid(s)	______	Braces	______
Cane	______		

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V. B. 3

SELF EVALUATION
KEEPING PHYSICALLY FIT

NAME ______________ DATE ______________ WEIGHT ______________

FOODS: List Everything	EXERCISE:	REST:
BREAKFAST:	AT SCHOOL:	I WENT TO BED LAST NIGHT AT: ______________
LUNCH:	SPORTS:	I GOT UP AT __________ THIS MORNING.
DINNER:	OTHER:	NUMBER OF HOURS SLEPT: ______
SNACKS:		REST DURING THE DAY:

V.14

V. B. 4

Name: ______________________

Activity: COMMUNITY HEALTH CARE FACILITIES

DIRECTIONS: Complete the following statements:

NOTICE: Not everyone listed has a phone.

PHONE

1. The nearest hospital is ______________________ | ____________.
2. The nearest hospital with a trauma unit is ______________________ | ____________.
3. For paramedic service, call ______________________ | ____________.
4. Location of nearest paramedics ______________________ | ____________.
5. The nearest emergency care facility is ______________________ | ____________.
6. Location of County or City health department clinic ______________________ | ____________.
7. The following services are available at the clinic ______________________ | ____________
______________________ | ____________.
8. Name, address of my doctor ______________________ | ____________
______________________ | ____________.

V.

Adaptive Equipment for Orthopedically Handicapped

Bath:

1. Tub Seat or Tub Bench - fits in bathtub so that it is not necessary to get down to the bottom of the tub.
   For: decreased balance, decreased endurance or leg weakness

2. Grab Bars - for safety, wall mounted or on rim of tub.
   For: decreased balance or leg weakness

3. Shower Hose - to be used when tub seat is needed.
   For: decreased balance, decreased endurance or leg weakness

4. Cuff - used to help hold shower hose.
   For: upper extremity weakness or decreased hand function

5. Bath Brush - to help reach back and legs
   For: upper extremity weakness or decreased range of motion

6. Bath Mitt - when someone is unable to hold wash cloth
   For: decreased hand function

7. Octopus suction holder - used to hold soap and inhibit it from slipping. It can be placed on a wall or the tub seat.
   For: decreased hand function or use of only one hand

8. Safety Treads or Bath Mat - to prevent slips or falls
   For: anyone

9. Faucet Turner - less strength is required to turn on faucets.
   For: decreased upper extremity strength or decreased hand function.

10. Deodorant Dispenser - fits over spray deodorant.
    For: decreased hand function or decreased hand strength

11. Raised Toilet Seat - makes it easier to get up from the seat.
    For: decreased leg strength or decreased balance

Hair Care:

1. Comb or Brush with built up handle - provides larger surface to grasp.
   For: decreased hand function

2. Brush with Cuff - for person with limited grip.
   For: decreased hand function or decreased range of motion

3. Extension Hair Brush -
   For: decreased upper extremity range of motion

4. Curlers or Rollers covered with Velcro - no pins needed
   For: decreased hand function

5. Tweezers - there are types available that require little strength and have loops to hold on to.
   For: decreased hand function.

Dental Care:

1. Toothbrush with built up handle.
   For: decreased hand function.

2. Toothbrush in Cuff - for those with a limited grip.
   For: decreased hand function

3. Dental Floss Holder - plastic holder with handle through which floss is threaded.

4. Tube Squeezer - makes it easier and equeezes toothpaste more neatly.
   For: decreased hand function or decreased strength in hands.

Nail Care:

1. Nail File - taped to table or chair arm.
   For: person with use of one hand or with limited hand function.

2. Nail Clippers - nail the metal clippers to a wooden board to stabilize them.
   For: persons with use of one hand or limited hand function.

3. Nail Clipper/File - is commercially available

4. Nail Brush -
   For: person with use of one hand or limited hand function.

From: "Discover The World of Independent Living," Prepared by Karen J. Leavitt and Glenn J. Terrell, Services for Independent Living, Euclid, Ohio 1984

V.

REFERENCES/RESOURCES

References:

Glascoe, Lynda Gayle, Lynn Sharon Miller, and Charles J. Kokaska. Life Centered Career Education Activity Book, Two. Reston, VA: The Council For Exceptional Children, 1986.

Haeflinger, Sharon. Medical Care. Bellmont, CA: Fearon Division, David S. Lake Publishing Co., 1985.

Lapin and Feinglass. Need A Doctor? Haywood, CA: Janus Book Publishers.

Napoli, Tony. First Aid and Home and Home Safety. Bellmont, CA: Fearon Division, David S. Lake Publishing Co., 1985.

Pyrczak, Fred. Survival Reading Skills. Portland, ME: J. Preston Walsh Publishing.

Taylor, Valerie, Carolyn Carlson, and Diedra Larrabee. Personal Hygiene. Eugene, OR: Rehabilitation Research and Training Center, University of Oregon, 1981.

Resources:

There are many catalogs of independent living aids for physically disabled people. Below are some listings.

Ableware, Independent Living
Maddak, Inc.
Pequannock, NJ 07440-1993

Cleo, Inc.
3957 Mayfield Road
Cleveland, OH 44121
1-800-321-0595

Comfortably Yours
52 W. Hunter Avenue
Maywood, NJ 07607
1-800-932-0628

Fashion-ABLE for Better Living
99 West Street
Medfield, MA 02052

STATE RESOURCE SHEET: VIRGINIA

STATE DEPARTMENT OF EDUCATION

Special Education and Pupil Personnel Services
Department of Education
P.O. Box 6-Q
Richmond, VA 23216-2060
(804) 225-2402

Early Childhood Programs for the Handicapped
Department of Education
P.O. Box 6-Q
Richmond, VA 23216
(804) 225-2873

STATE VOCATIONAL REHABILITATION AGENCY

Department of Rehabilitative Services
Board of Vocational Rehabilitation
P.O. Box 11045
Richmond, VA 23230
(804) 257-0318

OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

Disadvantaged/Handicapped Special Programs
Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2080

Virginia Department for the Deaf and Hard of Hearing
James Monroe Building-7th Floor
101 N. 14th Street
Richmond, VA 23219-3678
(804) 225-2570
1-800-552-7917 Voice or TDD

From: National Information Center for Handicapped Children and Youth
P.O. Box 1492, Washington, DC 20013

STATE MENTAL HEALTH AGENCY

Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-3921

Children and Youth Services
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-3921

STATE MENTAL RETARDATION PROGRAM

Mental Retardation
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-1746

STATE DEVELOPMENTAL DISABILITIES PROGRAM

Developmental Disabilities
Department of Mental Health and Mental Retardation
P.O. Box 1797
Richmond, VA 23214
(804) 786-5313

PROTECTION AND ADVOCACY AGENCY-DD,MH

Department for Rights of the Disabled
James Monroe Building
101 N. 14th Street, 17th Floor
Richmond, VA 23219
(804) 225-2042
1-800-552-3962

CLIENT ASSISTANCE PROGRAM

Department for Rights of the Disabled
James Monroe Building
101 N. 14th Street, 17th Floor
Richmond, VA 23219
(804) 225-2042

PROGRAMS FOR CHILDREN WITH SPECIAL HEALTHCARE NEEDS

Bureau of Crippled Children's Services
Department of Health
109 Governor Street
Richmond, VA 23219
(804) 786-3691

STATE AGENCY FOR VISUAL IMPAIRMENTS

Department for the Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227
(804) 264-3140

DISABILITY AGENCIES

Autism
VA Society for Autistic Children
4926 Longhorn Drive
Woodbridge, VA 22193
(703) 590-4573

Learning Disabilities
Learning Disabilities Council
P.O. Box 8451
Richmond, VA 23226
(804) 744-5177

Association for Children with Learning Disabilities
1614 Reams Road
Powhatan, VA 23139
(804) 598-4903

Mental Health
Mental Health Association
1806 Chantilly Street, Suite 203
Richmond, VA 23230
(804) 353-2791

Virginia AMI
P.O. Box 1903
Richmond, VA 23215
(804) 344-4820

Mental Retardation
ARC/Virginia
6 North 6th Street, Suite 102
Richmond, VA 23219
(804) 649-8481

Association of Retarded Citizens
312 W. Bute Street
Norfolk, VA 23510
(804) 623-1131

Speech and Hearing

Speech and Hearing Association of Virginia, Inc.
Old City Hall Building
1001 East Broad St., Suite LL-5
Richmond, VA 23219
(804) 343-7587

Spina Bifida

Spina Bifida Association of Tidewater, Inc.
5441 Virginia Beach Blvd.
Suite 119
Virginia Beach, VA 23462
(804) 473-8125
(804) 875-5565
(804) 499-8228

United Cerebral Palsy of Southeast Virginia

312 W. Bute Street, Suite 208
Norfolk, VA 23510
(804) 627-2326

University Affilitated Facility

Virginia Institute for DD
Virginia Commonwealth University
1015 W. Main Street
Richmond, VA 23284-0001
(804) 257-8485

OTHER ORGANIZATIONS

Easter Seal Society of VA, Inc.
4841 Williamson Road
P.O. Box 5496
Roanoke, VA 24012
(703) 362-1656

Parent Educational Advocacy Training Center
228 South Pitt Street, Rm. 300
Alexandria, VA 22314
(703) 836-2953

AGE OF ELIGIBILITY

Children in Virginia are eligible for service from 2 to 21. Some Local Education Agencies provide programs between birth and two years of age.

(The 1986 reauthorization of the Education of the Handicapped Act (EHA) through P.L. 99-457 mandates special education service be made available by 1990-91 to children ages 3-5. The timeline may be extended 1 year if congress does appropriate an adequate level of funding. In addition, discretionary funds are to be available to states to serve children birth through age 2.)

NATIONAL TOLL-FREE NUMBERS

AT & T National Special Needs Center	800-222-4474
	800-233-1222
	800-833-3232 (TDD)
Alzheimer's Disease & Related Disorders	800-621-0379
Center in Illinois	800-572-6037
AMC Cancer Information Center	800-525-3777
American Cleft Palate Educational Foundation	
CleftLine	800-24-CLEFT
Center in Pennsylvania	800-23-CLEFT
American Council of the Blind	800-424-8666
American Diabetes Association	800-232-3472
American Foundation for the Blind	800-AFBLIND
	800-232-5463
American Kidney Fund	800-638-8299
Center in Maryland	800-492-8361
American Leprosy Missions (Hansens Disease)	800-543-3131
American Liver Foundation	800-223-0179
American Medical Radio News	800-621-8095
American Paralysis Association	800-225-0292
American Tuberous Sclerosis Association	800-446-1211
Association for Retarded Citizens of the U.S.	800-433-5255
Association of Heart Patients Heartline	800-241-6993
Better Hearing Institute Hearing Helpline	800-424-8576
Cancer Information Service	
National Line	800-4-CANCER
Center in Oahu, HI	800-524-1234

From: National Information Center for Handicapped Children and Youth
P. O. Box 1492, Washington, D.C., 20013

National Toll Free Numbers (continued)

Captioned Films for the Deaf	800-237-6213
Center for Special Education Technology	800-345-TECH
Childfind	800-426-5678
Cornelia de Lange Syndrome Foundation	800-223-8355
D.T. Watson Rehabilitation Hospital	800-223-8806
Educators Publishing Service, Inc.	
Specific Language Disabilities (Dyslexia)	800-225-5750
Center in Massachusetts	800-792-5166
Epilepsy Foundation of America	800-EFA-1000
Epilepsy Information Line	800-426-0660
ERIC Clearinghouse on Adult Career and Vocational Education	800-848-4815
Handicapped Media, Inc.	800-321-8708
Higher Education and the Handicapped (HEATH)	800-54-HEATH
Huntington's Disease Society of America	800-345-4372
IBM National Support Center for Persons with Disabilities	800-IBM-2133
Insurance Hotline	800-423-8000
International Shriners Headquarters	800-237-5055
Center in Florida	800-282-9161
Job Accommodation Network (JAN)	800-526-7234
Center in West Virginia	800-526-4698
Job Opportunities for the Blind (JOB)	800-638-7518
Juvenile Diabetes Foundation International Hotline	800-223-1138
Lung Line (lung disorders, allergies)	800-222-LUNG
National Adoption Center	800-TO-ADOPT
National Association for Hearing and Speech Action Line	800-638-TALK (Voice/TDD)

National Toll Free Numbers (continued)

National Association for Sickel Cell Disease, Inc.	800-421-8453
National Asthma Center	800-222-5864
National Captioning Institute	800-528-6600
National Center for Stuttering	800-221-2483
National Center for the Prevention of Sudden Infant Death Syndrome	800-638-7437
National Child Abuse Hotline	800-422-4453
National Committee for Citizens in Education	800-NETWORK
National Crisis Center for the Deaf	800-446-9876
Center in Virginia	800-552-3723
National Cystic Fibrosis Foundation	800-344-4823
National Downs Syndrome Congress	800-232-NDSC
National Downs Syndrome Society	800-221-4602
National Eye Care Project Hotline	800-222-EYES
National Headache Foundation	800-843-2256
Center in Illinois	800-523-8858
National Hearing Aid Society	800-521-5247
National Hotline for Missing Children	800-843-5678
National Information Center for Educational Media	800-421-8711
National Information Center for Orphan Drugs and Rare Diseases	800-336-4797
National Information System for Health Related Services (NIS)	800-992-9234
National Library Services for the Blind and Physically Handicapped	800-424-8567
National Organization on Disability	800-248-ABLE
National Parkinson Foundation	800-327-4545
Center in Florida	800-433-7022

National Toll Free Numbers (continued)

National Rehabilitation Information Center	800-34-NARIC
National Retinitis Pigmentosa Foundation	800-638-2300
National SIDS Foundation	800-221-SIDS
National Spinal Cord Injury Hotline	800-526-3456
Center in Maryland	800-638-1733
National Tuberous Sclerosis Association, Inc.	800-CAL-NTSA
Occupational Hearing Services (O.H.S.)	800-222-EARS
Office of Health Promotion and Disease Prevention Health Information Center	800-336-4797
Orton Dyslexia Society	800-222-3123
Parents Anonymous Hotline	800-421-0353
Center in California	800-352-0386
Parkinson's Education Program	800-344-7872
RP Foundation Fighting Blindness	800-638-2300
Special Education Software Center	800-327-5892
Spina Bifida Hotline	800-621-3141
Tele-Consumer Hotline	800-352-1124 (Voice/TDD)
Tripod-Service for Hearing Impaired	800-352-8888
Center in California	800-346-8888
United Cerebral Palsy Association National Headquarters, NYC, NY	800-872-1827
Governmental Activities Office Washington, D.C.	800-USA-2UCP

VI
MONEY MANAGEMENT
Introduction

The purpose of this chapter is to teach students the basics of money management and to familiarize them with financial resources available to them as persons with disabilities.

The average student of 16 or 17 years of age learns the skills of money management after obtaining their first part-time job. Often, part-time jobs are not available to young disabled students and, therefore, they have not had the opportunity to learn these skills. Further, sometimes overprotective parents may retain legal guardianship of the student even after age 18. This also deprives the disabled person of the opportunity to learn these skills. Whether or not the disabled individual becomes employed, money management skills are essential to their daily living. Students need to obtain a realistic knowledge of the cost of housing, food, clothing, recreation and other items.

FIELD TESTING RESULTS

Chapter VI, Money Management, was field tested in two (2) Special Education classes, each with eight (8) students who are mentally retarded.

The performance objectives, evaluation methods, and checklists were reported useful by both teachers. Some mentally retarded students were not intellectually ready for all of the concepts introduced in this unit, especially the use of charge accounts and consumer credit.

The activities dealing with comparison shopping, checking accounts, and savings accounts were listed as most useful. One teacher added some activities on counting money and the value of money to the activities in the curriculum.

DRAFT

MONEY MANAGEMENT

A. Competency: Plan for the wise expenditure of money.

Performance Objective:

Given an evaluation on personal expenditures of money, make wise buying decisions. 80% accuracy must be achieved on the evaluation.

-See Appendix, "Evaluation: Checklist on Personal Expenditures."

1. Enabling Objective: Identify comparison shopping procedures.

Content:

Comparison shopping involves applying the questions, Why, What, When, Where, and How to the planning process. Things to compare in products are: Brand, Quality, Service, Warranty, and Price. Impulse buying does not include any of the above considerations since it is something people do without thinking.

The consumer has a wide selection of shopping opportunities ranging from at-home methods to large and small stores. Each method has advantages and disadvantages.

Activities:

o Use the activity, "Comparison Shopping - Impulse Buying," to illustrate the difference between types of shopping.

-See Appendix for "Comparison Shopping - Impulse Buying."

o Use the activity, "Five Questions to Ask Yourself Before You Shop," to illustrate the need for a planning process when spending money.

-See Appendix for, "Five Questions to Ask Yourself Before You Shop."

- o Use the activity, "Comparison Shopping - What to Look For," in discussing comparing items to buy.

  -See Appendix for, "Comparison Shopping - What to Look For."

- o Use the activity, "Where to Shop, Part One," to discuss shopping options and Part Two to discuss characteristics of various shopping options.

  -See Appendix for, "Where to Shop" Parts One and Two.

2. Enabling Objective: Differentiate between wants and needs in personal spending.

Content:

Wise consumer spending is dependent upon understanding that money must be spent for necessities before luxuries. People are exposed to much direct as well as subtle advertising. Understanding the psychology of advertising is a way to keep one's perspective on personal wants and needs.

Activities:

- o Use the activity, "What Do You Need?" to illustrate the difference between luxuries and necessities.

  -See Appendix for "What Do You Need?"

- o Students construct posters or contribute to a bulletin board about luxuries and necessities.

- Review vocabulary words:

  Advertising - a message from someone who sells things.

  Consumer - someone who buys things.

  Advertisement or Ad - a single advertising message about something for sale.

  Product - a thing that somebody makes and wants to sell.

- Discussion about advertising should include:

  a. Ways of advertising:

1. Newspapers	5. Magazines
2. Television	6. Outdoor Signs
3. Direct Mail	7. Window Displays
4. Radio	8. Signs on Buses

  b. Advertising Techniques:

  1. Basic appeal - gives factual information sometimes combined with emotional appeals.
  2. Attention-getting headlines - a successful headline makes people read the rest of the ad.
  3. Slogans - a short phrase that is easy to remember and sticks in the minds of people.
  4. Testimonial - a person endorses a product.
  5. Product characters - fictional characters associated with the product over a long period of time. (Tony the Tiger).
  6. Comparison of products - advantages of the product vs. "Brand X".
  7. Repetition - the more often people hear or see something, the more likely they are to believe it. A very effective method.

c. Some ways that advertising can hurt or trick consumers:

1. Bait and Switch - the store substitutes a higher priced item for the one which was advertised and the consumer is expected to buy it.
2. Running out of Advertised Specials - if the store runs out of an advertised special, by law the consumer can get a "rain check."
3. Scientific claims - often seen on TV, a doctor or scientist gives "scientific evidence" for a product.
4. Number claims - such as, "Nine out of ten people prefer Brand --- toothpaste." Such statistics are hard to prove.

d. What the consumer should remember about advertising.

1. When reading or listening to an advertisement, decide which part is really true and which is a sales pitch.
2. Do not trust ads that have a pitch that is "too good to be true".
3. If you see an ad you think is a lie or a trick, call the Federal Trade Commission (listed in the phone book under U. S. Government listings.)
4. Read everything in an ad, especially the small print.

o Students collect newspaper or magazine ads that illustrate above principles. Students may work in pairs.

B. Competency: Use bank services.

Performance Objective:

Given a 5 item evaluation checklist on banking, apply for a savings account, write a deposit slip, write a check, reconcile a checking account, and complete a loan application. The student must receive a "YES" rating on all 5 iems of evaluation checklist.

-See Appendix for "Evaluation: Checklist on Banking."

1. Enabling Objective: Open and use a savings account.

Content:

Banking Vocabulary:

Commercial bank - a commercial agency authorized by the government to loan money, exchange money and offer savings accounts.

Coins - metal money.

Currency - paper money.

Endorse - sign your name on back of a check.

Deposit - put money into a bank account.

Interest - money earned from amount in bank account.

Compounded interest - interest earned on interest.

Quarterly - 4 times a year.

Savings and Loan - commercial agency licensed by the government to provide loans and offer savings accounts.

Credit Union - an institution run by a collection of individuals for the purpose of savings accounts and loans to its members.

Why People Save:

To keep money safe.
To have their money grow.
For future expenditures: car, to get married, for vacations, for school.

Things to consider when choosing a bank:

Convenient location.
Branches in other locations.
Convenient hours.
Walk-up or drive-up window.
Friendly, helpful service from the people who work at the bank.

Things to consider about choosing a savings plan:

Interest rate.
How interest is compounded - daily, monthly, quarterly.
Minimum deposit required.
Minimum balances (to earn interest)
Penalties or extra fees (if the balance dropped too low, closing a new account within a certain period of time.)

Many banks have "Starter Sets" available to teachers for lessons on banking. The Appendix contains materials from such Starter Sets. Students should be allowed to use calculators in these exercises. The appendix contains additional optional material:

-See Appendix for Map of Bank Branches.

Activities:

- o Discuss why people save. Ask each student to list or name at least three things for which he/she would like to save in the next two years.

- o Discuss things to consider when choosing a bank. Ask each student to name one or two bank branches close to his/her home.

- Role play opening a savings account.

  Include:

  a. Talking to a New Accounts Teller.

  b. Completing the signature card.

  c. Explanation of minimum deposit and penalties.

  -See Appendix for Activity, "Application for a Savings Account."

- Make deposits and withdrawals to a savings account.

  -See Appendix for the following activities:

    -"USING THE SAVINGS ACCOUNT - Deposits," Parts I and II.
    -"USING THE SAVINGS ACCOUNT - Withdrawls," Parts I and II.
    -"THE PASSBOOK"
    -"FINDING THE BALANCE"
    -"WHAT'S THE BALANCE?"

- Define interest. Compute interest. Discuss compounding interest.

  -See Appendix for the following activities:

    -"PERCENT"
    -"INTEREST"
    -"MORE INTEREST PROBLEMS"

- Use the bank statement to reconcile the passbook.

  -See Appendix for the "Activity: The Bank Statement" o Discuss savings options offered at commercial banks.

Include:

a. Christmas Clubs

  - a way to save money for gifts
  - a coupon book system may be used
  - there might be penalties for deposits not made

b. Certificates of Deposit

  - for larger amounts of money
  - pay higher interest
  - deposits must be maintained over a longer period of time.

o Discuss other places to save.

Include:

a. Savings and Loan Association

  - often pay higher interest
  - a good place to deposit money for those who would want to make a large loan in the future.

b. Credit Union

  - connected with an employee group, union group or other group.
  - the depositer "buys a share".
  - loans are made only to members (share-holders).

2. Enabling Objective: Open and use a checking account.

Content:

Advantages of a checking account.

a. It is safer than carrying cash.
b. It provides a record of spending.
c. The account may serve as a credit reference.

Vocabulary:

Direct deposit - paycheck (or Social Security check) is put in your bank account by the employer (or government).

Joint Account - an account used by two or more people.

Minimum balance - lowest balance allowed by the bank.

Non-sufficient funds - not enough money in the account.

Outstanding checks - checks you have written but not on the bank statement because they haven't come back to the bank yet.

Overdrawn - a condition where the balance in an account is too low to cover all the checks written.

Payee - the person to whom a check is written.

Reconcile - to balance a bank statement with all cancelled checks, deposit receipts, and the check register.

Service charge - a charge by the bank for new checks, insufficient balance, missing deposits, closing an account or other conditions.

Activities:

- Role play opening a checking account. Proof of identification is required and most banks require a Social Security number.

  -See Appendix for "Checking Account Application."

- Use a checking account.

  -See Appendix for materials from Sovran Bank, "USING A CHECKING ACCOUNT."

3. Enabling Objective: Apply for credit.

Content:

What is credit?

-buying something and having the use of it while paying for it later.
-about 75% of all Americans use credit.

Why people use credit

-it is a way to afford a very expensive item (house, car) and pay for it over several years.
-it is a convenient way to pay for purchases - with one check at the end of the month.
-it is safer than carrying large amounts of cash.

Three Kinds of Credit:

1. Retail credit

   -most commom and easy to get type.
   -approved customer gets plastic card.
   -obtained from large department store, petroleum company or car rental agency.
   -finance charge on any unpaid balance.
   1.5 % - 2 % per month (18% - 24 % per year)
   -store establishes maxinum credit limit for the customer.

2. Major Credit Card

   a. -most are issued to the approved customer by banks.
   -most have yearly fee of $15 - $20.
   -have the same type of billing and finance charge as retail credit card.
   -the card can be used in many different businesses (stores, airlines, restaurants, motels).
   -the company or bank establishes a maximum credit limit.

   b. T and E (travel and entertainment, i.e., American Express)

   -plastic card is issued to approved customer.
   -some companies require the entire balance to be paid at the end of the month.
   -a higher interest rate is charged on unpaid balance than is charged for most credit cards.
   -yearly feels are higher than for major credit cards.

c. Loans

-no card is issued.
-used for larger purchases (home, car, etc...)
-collateral is required.
-application process is more complex.
-customer must sign a contract.

Terms of contract include:

a. amount of loan
b. length and time for loan
c. the percentage and yearly interest rate
d. total amount of loan (principal and interest)
e. payment rate (amount owed each month)
f. penalties (for late and missed payments)

Vocabulary

-collateral - property used to secure a large loan.
-creditor - a person to whom you owe money.
-debt - money owed.
-lien - a claim against property used as collateral in a loan.
-maximum - the highest amount.

The Cost of Credit

Total amount of a loan =
Principal (amount borrowed)
+ Interest (a percentage of the amount borrowed).

Activities:

o Discuss why people use credit and types of credit. Use magazine advertisments to show examples of major credit cards.

o Students complete credit applications.

-See Appendix for applications for the three types of credit discussed:

-Retail Credit
-Major Credit Card
-Loan

- o Students complete cost of credit, interest and monthly payment. Allow the use of calculators.

  -See Appendix for Activity: "Interest, Installment Buying."

4. Enabling Objective: Establish a credit rating.

Content:

There are three factors - called the "3 C's" - on which you will be judged when you apply for credit.

1. Character Have you paid past bills promptly? Are you known for your honesty and sincerity in school and at work?
2. Capacity How much money do you earn? What are your present debts? Will you be able to pay back the loan, given your income after your monthly (or weekly) expenses are deducted? You must be 18 years old to be legally responsible for your own debts.
3. Capital What collateral or property can you pledge to the bank to guarantee payment of the loan? In many instances, this property is bound by a lien. This is a legal document which gives the bank or credit agency the right to retain possession of the property if you default on payments. For example, the bank may have a lien on your car or your house.

Activities:

- o Students complete "The Credit Test", an activity that illustrates the "3 C's" that apply to those seeking credit.

  -See Appendix for, "The Credit Test".

- o Discuss what students can do now to establish a good credit rating. Include: having a checking or savings account, using a Layaway plan at a store and securing personal character references.

- Discuss credit reporting agencies. Include the fact that a person's credit file will last the rest of his/her life and that it will be updated all the time. Also, if a person is denied credit because of a report by a credit reporting agency, he/she may obtain a written copy of the credit report free of charge if requested within 30 days of the denial of credit.

5. Enabling Objective: Identify types of commercial loan institutions from which the consumer may acquire financing.

Content:

There are four main types of commercial loan institutions from which the consumer may acquire financing. These are (1) commercial banks, (2) savings and loan associations, (3) credit unions, and (4) personal finance companies. Listed below are descriptions, with the advantages and disadvantages, of the various types.

Type of Institution: Commercial Banks

Description: Commercial agencies are authorized by state and/or federal governments to serve the public by setting up savings programs, making loans, and exchanging money. A bank can be considered a local "money pool" where a community's surplus money is kept for safety and where money may be deposited, borrowed, or exchanged.

Advantages	Disadvantages
1. Federal government has control over the actions of the bank.	1. There are often age requirements on loans.
2. Federal government and State government set rates for loans.	2. Borrower needs references to obtain loans.
3. Borrower often can obtain larger loan.	3. Credit often can be based on prior "credit reference".
4. Rates usually are lower than small loan agencies.	4. Loan may require collateral.
	5. Loan agreement may specify a minimum amount which can be borrowed.

Type of Institution: Savings and Loan Associations

Description: Commercial agencies are authorized by state and federal governments to provide loans and savings-account services to individuals. Usually, savings and loan associations are not able to provide the full range of services available to banks, such as checking accounts, trust departments, etc.

Advantages	Disadvantages
1. Rates are not always regulated by government and may be lower or higher than banks.	1. These associations do not have a full range of services such as banks have.
2. These associations usually require less collateral (capital) than banks.	2. S & L's sometimes concentrate only on home mortgages.
3. S & L's often will loan to those who are younger or those who are a greater credit risk.	3. S & L's often do not have checking accounts.
	4. Interest rates may be higher than banks because of lack of government regulations.

Type of Institution: Credit Unions

Description: A collection of individuals manage a cooperative effort to save money and make loans among themselves at very low rates.

Advantages

1. Interest rates are generally less than banks or savings and loan agencies.
2. It may be easier to establish credit than with other loan sources.
3. Payment terms may be less than at banks.
4. Credit unions usually are non-profit agencies with the common purpose of assisting members.

Disadvantages

1. Borrower must be a member of a group, firm, members of a church or private association, etc,. to belong to a credit union.
2. Credit unions sometimes charge an initial fee to establish credit and annual dues.
3. Credit unions may specify a minimum amount which you can borrow.
4. Credit unions may lose money if not operated efficiently.

Type of Institution: Personal Finance Companies

Description: Small independent loan companies which take larger risks but charge considerably more interest.

Advantages

1. Loans usually are easier to obtain.
2. Borrower often can borrow on little or no capital.
3. These companies often have flexible rates.
4. These loan sources may have fewer age restrictions.

Disadvantages

1. Interest rates are much higher than those at other loan sources.
2. These companies may have fewer government regulations.
3. Terms of payment may be more rigid than other loan sources.
4. No services other than loans may be provided.
5. Loan amounts usually are small.

Installment buying is also listed here because it is a way of financing purchases. It can be compared with the other methods.

Type of Institution: Installment buying

Description: This form of loan includes various charge accounts, bank cards, and other unsecured accounts. These are accounts established without collateral (capital) and do not involve written contracts.

Examples: Sears Revolving Charge, VISA, MasterCard

Advantages

1. Loans are easy and quick.
2. Payments are low.
3. Borrower often can extend payments over a long period of time.
4. Cards are often granted without being requested.

Disadvantages

1. High interest rates are applied.
2. "It is too easy to use"--borrower often run up large amounts very quickly.
3. Credit cards can be lost or stolen.

Activities:

- o Discuss types of commercial loan institutions from which consumers may acquire financing and advantages and disadvantages of each.

6. Enabling Objective: Identify the need for caution when using consumer credit.

Content:

Credit is often misused because it is such an easy way to buy things and people don't understand it.

When to use credit? - only when it's really necessary.

- When you are buying something you really need.
- When you can pay for what you've charged as soon as you get the bill.
- When you are taking advantage of a sale and don't have the cash with you.

When not to use credit?

- When you buy on impulse or when you "feel like it", with no regard to your budget.
- When you buy things you don't really need.
- When you have to "jiggle" all your payments (charging too much on several charge accounts).
- When you are unable to put any money into savings each month.
- When you are running out of money before payday arrives.

Activities:

- o Students complete and discuss activity on when and when not to use credit.

  -See Appendix for, "Charlie's Charge Accounts".

C. Competency: Keep basic personal financial records.

Performance Objective:

Given a case study covering the topics: uses for personal financial information, recording expenditures, and calculating recommended budget amount percentages, develop a monthly budget for a family or individual. The case study will be evaluated using a checklist. A score of 8 out of 11 correct responses must be earned on the checklist.

-See Appendix for, "Evaluation: Checklist on Personal Financial Records."

1. Enabling Objective: Establish a family or individual budget.

Content:

A budget is a plan, like a blueprint, for expenditures. Every good business person develops a budget (or financial plan) in order to plan efficiently the use of company money over a period of time. Families and individuals should also have a budget. Without one, it is very hard to know whether one's financial position is getting better or worse. People should be very careful in using credit. Credit is easily abused unless it is used wisely within a budget.

BUDGET FOR A SINGLE PERSON LIVING INDEPENDENTLY

Note: The concepts and activities of the individual budget section are less difficult than those in the following section about family budgets.

When people leave home to become independent citizens, they become fully responsible for their finances. Independent people must learn to live within their incomes. For that individual who has learned to budget before leaving home, the transition to independent living may be easier than it is for the person who has not lived within a budget. The point is that the budget is much more important to the individual living on his or her own than it is a person living at home.

The budget process for people living on their own is much the same as that for families. In planning for their whole lives, individuals are wise to consider three types of goals. They are immediate goals, intermediate goals, and long-range goals. The definitions for these goals are as follows:

Immediate goals are those which can be accomplished with the next paycheck after all necessities have been purchased. Such goals may include a dress, or film for a camera.

Intermediate goals are those which can be accomplished during the next year. Such goals might include buying a radio, or take a short vacation to another state.

Long-range goals are those which will probably take more than a year to accomplish. The purchase of a used car or a house might be a long-range objective.

During budget preparation, a person needs to identify his or her immediate, intermediate, and long-range goals. This will ensure that money can be set aside for them and they can be met. Otherwise, the intermediate and long-range goals may only remain dreams and never be realized.

A budget must be a flexible plan. People's goals, needs and wants are subject to change at anytime. When goals change, the budget must change. However, changes should only be made after careful thought. A budget is only as good as the discipline people use in following it. If people treat their budgets lightly, then the budgets will not be very good financial management plans.

Activities:

o Explain the importance of a budget to those who live on their own. Point out that an independent person assumes a special commitment for his or her financial well-being. Ask the following questions:

What will living on your own cost you?

How will you pay your bills?

How will you meet the cost of living, year after year?

o Discuss keeping a record of all expenditures as a preliminary procedure for making a budget. Students complete worksheet.

-See Appendix for: "Where Does Your Money Go?"

o Discuss the three types of goals. Explain the importance of setting aside a portion of income to cover expected expenses and to fulfill goals at a later date. Point out that many people budget by the month rather than the week. Point out that an immediate goal may be reached by spending "extra" money at the end of the pay period. An intermediate goal will require a little care to save the money needed. A long-range goal will require a long-range saving plan. Students complete goal worksheet.

-See Appendix for, "Goals," and, "Financial Goals Worksheet."

o Discuss budget preparation. The activities focus on preparing a budget for "Robert", a typical young person living on his own.

Use the following activities:

-See Appendix for,
"Steps To Preparing A Budget"
"Roberts Budget For Independent Living, Parts I and II"

FAMILY BUDGETS

Note: The concepts and activities below are more difficult than those in the individual budget section.

There are several recommended budget guides offered by banks and other agencies to help a family in developing a budget. Here is one budget guide. NOTE: Students may have too difficult a time with percentage to use this guide.

1. Housing should be no more than 35% of the total take-home pay (after taxes are deducted).
2. Food, 23%
3. Household operations (heat, light, telephone, etc.), 6%
4. Clothing and cleaning, 6%
5. Medical care and health insurance, 6%
6. Automobile and other transportation, 12%

7. Savings and insurance, 5%

8. Church and charity, 6%

9. Recreation, 2%

The appropriate amount of the total take-home pay for each category can easily be figured. These amounts make up the budget which is compared with the amounts actually spent in the various categories. For example, if the family take-home pay is $10,000, no more than $2,300 per year should be spent for food ($10,000 x .23) or about $200 per month.

There are many advantages in keeping a budget; however, the main benefit is that a budget will enable you to know exactly how much can be spent for certain items, such as rent, food and clothing. The reason many people have financial trouble is because they spend more money than they earn. Young people often abuse easy credit without a planned budget.

Activities:

- o Discuss budget guides such as the one in the Content section. Illustrate finding percentages of income. Again, allow the use of calculators.

  -See Appendix for the Activity, "Planning a Budget for Mary and John."

- o Use the case study with regard to the level of each student. Some may be able to work independently and others will need to work on it as a group effort. If done individually, check progress after numbers one and two of the directions.

  -See Appendix for, "CASE STUDY: DEVELOPING A FAMILY BUDGET."

2. Enabling Objective: Identify personal financial information which one should retain.

Content:

The following chart summarizes uses for personal financial information. Disabled persons have many expenses for which they may be entitled to a tax deduction.

ITEM	DESCRIPTION	REASONS FOR SAVING
Receipts, sales slips	Given by a store when merchandise is bought or by anyone you pay who has performed a service. (an electrician, a doctor)	1. Merchandise may need to be returned. 2. Proof of payment for a service. 3. For tax purposes.
Bills	A request for payment by someone who has performed a service or sold you something. (utility bills, doctor bills)	1. An accurate way for determining how much you owe. 2. A summary of expenses (saving utility bills to estimate next year's payment)
Warranties	A product guarantee and description of the company policy on service or replacement. Warrantees often require that the customer mail in a warrantee registration to the company.	1. You will know what the manufacturer will do in the event that a product needs repair or replacement.
Contract	An agreement between two or more people. (a service contract with a fuel oil company)	1. You know what the other party is supposed to do under the terms of the contract 2. You know what you will have to do or pay.

ITEM	DESCRIPTION	REASONS FOR SAVING
Lease, or Rental Agreement	A rental agreement stating price, time and other terms.	1. Knowing the exact amount you have to pay over a period of time will help in budgeting. 2. Your responsibilities as renter are listed. 3. The responsibilities of the person leasing the item to you are shown.
Wage Information	W-2 forms, statements about company policies or insurance. Stub from paycheck.	1. Needed for income tax preparation. 2. Proof of employment. 3. Budgeting.
Insurance	1. Life insurance policies	1. Life--a beneficiary should know where they are kept.
	2. Medical insurance policies	2. Medical--to know exact coverage; for use in tax preparation. i.d.--needed for medical treatment
	3. Car insurance policy	3. Car--needed for an accident or any claims; you know terms of coverage.
	4. Homeowner's or renter's policy	4. Homeowner's or renter's--needed for any claims; you know terms of coverage.

Activities:

- o Discuss the preceding chart.

- o Students bring to class examples of financial records they should retain. Make a bulletin board display of these items.

D. Competency: Identify the financial aspects of employment.

Performance Objective:

Given an evaluation of the financial aspects of employment, identify methods of payment, fringe benefits, payroll deductions, and personal expenses associated with employment. 80% accuracy must be achieved on the evaluation.

-See Appendix, "Evaluation: Checklist on Financial Aspects of Employment."

1. Enabling Objective: Identify and evaluate various forms of payment for work.

Content:

a. Types of employment:

Part time
Full time

b. Methods of payment are:

Salary - a set amount per week, per month, or per year.

Hourly Wages - a set amount per hour.

Piece Rate - an amount based on the number of items produced.

Commission - an amount that is a percentage of sales.

Overtime Pay - an hourly rate that is more than (usually one and one-half times) the regular hourly wages.

Activities:

- Discuss reasons why people are paid for working, e.g., they are doing a service, they are meeting a need.

- Discuss why some jobs pay better than others, e.g., more training involved, more education required, higher level of skills, or an element of physical safety or risk.

- Discuss time clocks and wages. Use worksheet on overhead projector or duplicate for each student.

  -See Appendix for worksheets (2 pages), "Carla Gets A Job."

- Calculate earnings using time cards. Use worksheet on overhead projector or duplicate for each student.

  -See Appendix for, "Earning Money."

- Calculate overtime wages. Use worksheet on overhead projector or duplicate for each student.

  -See Appendix for, "Working Overtime," (2 pages).

- Identify necessities which must be bought with one's salary:
    - housing
    - food
    - clothing
    - recreation
    - transportation
    - personal needs
    - medical/health
    - gifts

o Discuss the positive and negative aspects of various methods of payment.

Method of Payment	Advantages	Disadvantages
Hourly	-You get paid for the exact number of hours you work. -Overtime pay is generally earned for work over 40 hours a week.	-You would earn less if you worked less than a full week.
Salary	-You know in advance the exact amount of earnings.	-Overtime pay is usually not earned.
Piece Rate	-There is an incentive for fast work.	-Not good for people who do not work fast. -Your salary could vary from week to week.
Commission	-The more you sell, the more you earn.	-Unless there is a base salary, you won't earn anything if you don't sell anything. -Usually difficult for beginning workers to earn much money.

2. Enabling Objective : Identify employee fringe benefits.

Content:

The handouts on Fringe Benefits may be duplicated for each student or used on overhead projector.

Activities:

o Discuss fringe benefits.

-See Appendix for Handouts, "Fringe Benefits," and "Fringe Benefits" activity sheet.

o Compare fringe benefits of three types of employers, e.g., a locally owned business, a large nationwide business such as McDonalds Restaurants, and a public entity such as the public school system. Mention that part-time employees usually do not get the same (if any) fringe benefits as full-time employees.

a. Assign students or groups of students to gather information, then report to the class.

or

b. Invite a speaker representing each type of employer to the class to share information about fringe benefits for employees.

3. Enabling Objective: Recognize pay deduction items.

Content:

Payroll deductions include amounts deducted from gross wages by the employer. These include: Federal income tax, FICA (Social Security), and State income tax.

Other items deducted vary from one employer to the next or from one state to the next depending on the law there. Some of these deductions are: Retirement pensions and insurance premiums.

Activities:

o Discuss Gross Pay, Net Pay and Payroll Deductions. Use the worksheet on the overhead projector or duplicate one for each student.

-See Appendix for Worksheet, "Deductions."

4. Enabling Objective: Identify personal expenses associated with working.

Content:

There are many personal expenses that are related to employment. These expenses vary with the job. Some examples are:

- clothes
- uniforms
- safety clothing or equipment
- transportation
- food (eating lunch out)
- child care
- tools, equipment

When choosing a job one should consider these expenses and how to keep costs down.

Activities:

o Discuss expenses associated with employment. Students complete worksheet.

-See Appendix for Worksheet, "Expenses Associated with Employment."

o Discuss ways employees can lessen their work-related expenses. Use activity sheet on overhead projector or duplicate one for each student.

-See Appendix for Activity, "Saving Money on Work-Related Expenses."

-See Appendix for an alternate activity, "Vocabulary Matching", worksheet.

Activities:

o Discuss fringe benefits.

-See Appendix for Handouts, "Fringe Benefits," and "Fringe Benefits" activity sheet.

o Compare fringe benefits of three types of employers, e.g., a locally owned business, a large nationwide business such as McDonalds Restaurants, and a public entity such as the public school system. Mention that part-time employees usually do not get the same (if any) fringe benefits as full-time employees.

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Activities:

o Discuss Gross Pay, Net Pay and Payroll Deductions. Use the worksheet on the overhead projector or duplicate one for each student.

-See Appendix for Worksheet, "Deductions."

VI. A.

Evaluation:

CHECKLIST ON PERSONAL EXPENDITURES

Name: ______________________________

Date: ______________________________

Score: ______________________________

Directions to teacher: Use checklist for each student. For each category, mark accordingly. "Yes" if the student is able to perform the task; "No", if not.

	YES	NO	
1.			List 5 questions to ask yourself before shopping.
2.			Identify things to compare in products.
3.			Define IMPULSE BUYING.
4.			List 4 places to shop.
5.			Tell advantages and disadvantages of each.
6.			Define NECESSITIES.
7.			Define LUXURIES.
8.			List 3 methods advertisers use.
9.			List 5 techniques used in advertising.
10.			List 2 ways advertisers can hurt or trick consumers.
			TOTAL

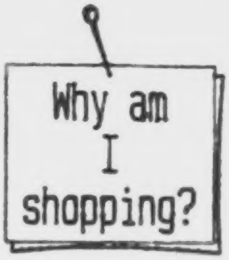
VI. A. 1

Activity: "Comparison Shopping - Impulse Buying"

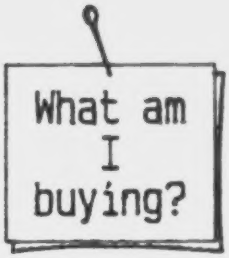
Directions: For each description, place a check mark under comparison shopping or impulse buying.

	COMPARISON SHOPPING	IMPULSE BUYING
1. Marian had seen a sweater she really liked 2 months ago in a store. Today she saw it again and the price was reduced from $15.00 to $10.00. She bought it.	____________	____________
2. Bob had checked the price of new cameras at 4 stores. While going through a discount department store he heard a "blue light special" advertised over the loud speaker announcing that the camera he wanted would be on sale for the next 10 minutes. He bought it.	____________	____________
3. Jenny was trying to furnish a new apartment. She bought several used appliances at the flea market. There was no place to plug them in to try them, but they were very inexpensive.	____________	____________
4. Jerry was thinking about a used car. His neighbor put a "For Sale" sign on his 1977 Grand Prix. Jerry had always admired it and bought it.	____________	____________
5. While shopping with his cousin, Bob saw a tape he "had to have" and bought it.	____________	____________
6. Brian and Ted were buying food for a party. They looked at five brands of chips and bought the cheapest.	____________	____________
7. Mary had just graduated from high school. A person going around the neighborhood selling vacuum cleaners came, gave a demonstration, and sold one to her.	____________	____________
8. Bill was shopping to a VCR. He looked at 5 different stores and after much comparison, bought an RCA even though it was not the cheapest.	____________	____________
9. Jennifer was buying her first car. After going to several dealers one afternoon, she chose one that promised her, "You can drive the car home to keep today."	____________	____________

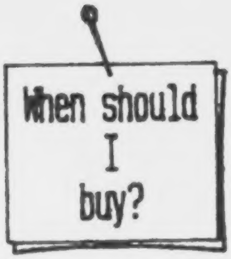
Activity: Five Questions to Ask Yourself Before You Shop


Why am
I
shopping?

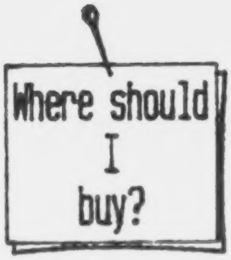
Is it for something I need or want?
If it is a want, do I really want it?
Will I keep wanting it?


What am
I
buying?

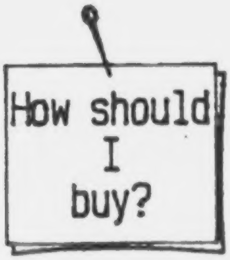
For instance, if it is a TV---
What kind do I want?
Color or black and white?
Console or portable?


When should
I
buy?

Things are on sale at different times of the year.
Can you wait until the item is on sale?


Where should
I
buy?

There are so many choices: shopping malls, department stores, discount stores, outlet stores, catalogs.

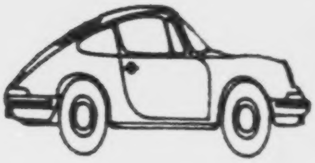

How should
I
buy?

Buy on credit?
Pay cash?

VI, A,1

Activity: COMPARISON SHOPPING: WHAT TO LOOK FOR

BRAND - the name of a product
- usually there are several models of each brand.



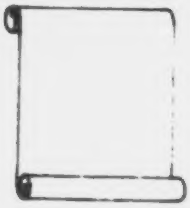
QUALITY - the most important thing.
- Ways to find out about quality:

1. from advertising.
2. from salesperson
3. from reading tags and labels.
4. from independent sources such as Consumer Reports magazine which does product testing.

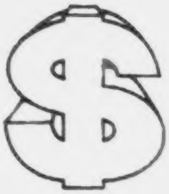
SERVICE - Ways to find out how the business has treated it's customers:

1. ask salesperson about store policy on returns and exchanges.
2. "word of mouth" from other people.
3. from Better Business Bureau.

WARRANTY - a promise.
- a statement in writing about the store's or manufacturer's policy on breakage, returns, exchanges with a stated time limit for the coverage.



PRICE - not always the most important thing to consider.
- first consider quality, service and warranty, then consider price in conjunction with these three.



VI. A. 1

Activity: WHERE TO SHOP -Part One

INDEPENDENT	- not part of any large group of stores. - may be run by a family, one person, or a larger group of people. - the owner may be willing to give you very good service to keep you as a customer. - prices could be higher.
CHAIN STORES	- belong to a group of stores all run by the same company. - they usually have the same merchandise and all look alike. - prices could be lower. - service may not be as fast or as good as an independent.
SPECIALTY SHOP	- can be independent or part of a chain. - sell one type of merchandise, i.e., sporting goods. - usually have several brands. - salespeople usually are knowledgable about the products.
DEPARTMENT STORE	- a large and varied amount of merchandise is sold under one roof. - easy shopping. - salespeople may or may not be knowledgable. - regular sales throughout the year.
DISCOUNT STORES	- self service. - often the sales personnel do not know much about products. - lower prices. - fewer cashiers, takes longer to pay.
CONVENIENCE STORES	- convenient locations and parking. - open for business longer hours. - fast service. - higher prices.
SHOPPING MALLS	- many stores and often all under one roof. - easy for comparison shopping. - contains large and small stores.

MAIL ORDER/CATALOGS
- often lower prices.
- easy to shop.
- shipping charges vary from one type to another.
- you cannot see the merchandise before you buy it.

TELEPHONE SALES
- no opportunity for comparison shopping.
- usually higher priced merchandise.
- sales people not knowledgable.
- high pressure sales techniques.
- questionable service policies on returns, etc.
- convenient in-home shopping.

TELEVISION SALES
- no opportunity for comparison shopping.
- merchandise is priced higher.
- questionable service policy on returns, etc.
- no opportunity for the buyer to ask questions.
- cannot examine the merchandise.
- convenient in-home shopping.

Name ______________________

"Where To Shop" -- Part Two

Directions: Supply information in each column for the shopping options listed below:

TYPE	GIVE AN EXAMPLE	ADVANTAGES	DISADVANTAGES	CONSIDERATIONS FOR DISABLED PERSONS
Independent				
Chain store				
Specialty shop				
Department store				
Discount store				

Name ______________________

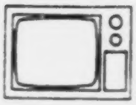
"Where To Shop" -- Part Two

Directions: Supply information in each column for the shopping options listed below:

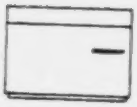
TYPE	GIVE AN EXAMPLE	ADVANTAGES	DISADVANTAGES	CONSIDERATIONS FOR DISABLED PERSONS
Convenience Store				
Mail Order/ Catalogs				
Telephone Sales				
Television Sales				

VI, A, 2

Activity: WHAT DO YOU NEED?



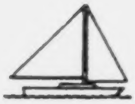
Directions: Supply the correct word for the definitions:

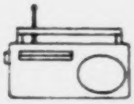


LUXURIES NECESSITIES

_______________ are things that make life nice but that you can do without.

_______________ are things you must have to live.





Directions: Put the following items in the LUXURIES or NECESSITIES column.

a motorcycle
meat
cupcakes
water
proper clothing
liquor or beer
a place to live
a VCR
a class ring
chairs
prescription medicine

air conditioning
a fur coat
eye glasses
vegetables
a boat
a hearing aid
potato chips
a stereo
a table
cigarettes

a surf board
milk
power lawn mower
heat
TV set
shoes
designer jeans
cereal
denim jacket
school supplies
14 K. gold necklace

NECESSITIES	LUXURIES

Name: ____________________

Date: ____________________

Score: ____________________

Evaluation: CHECKLIST ON BANKING

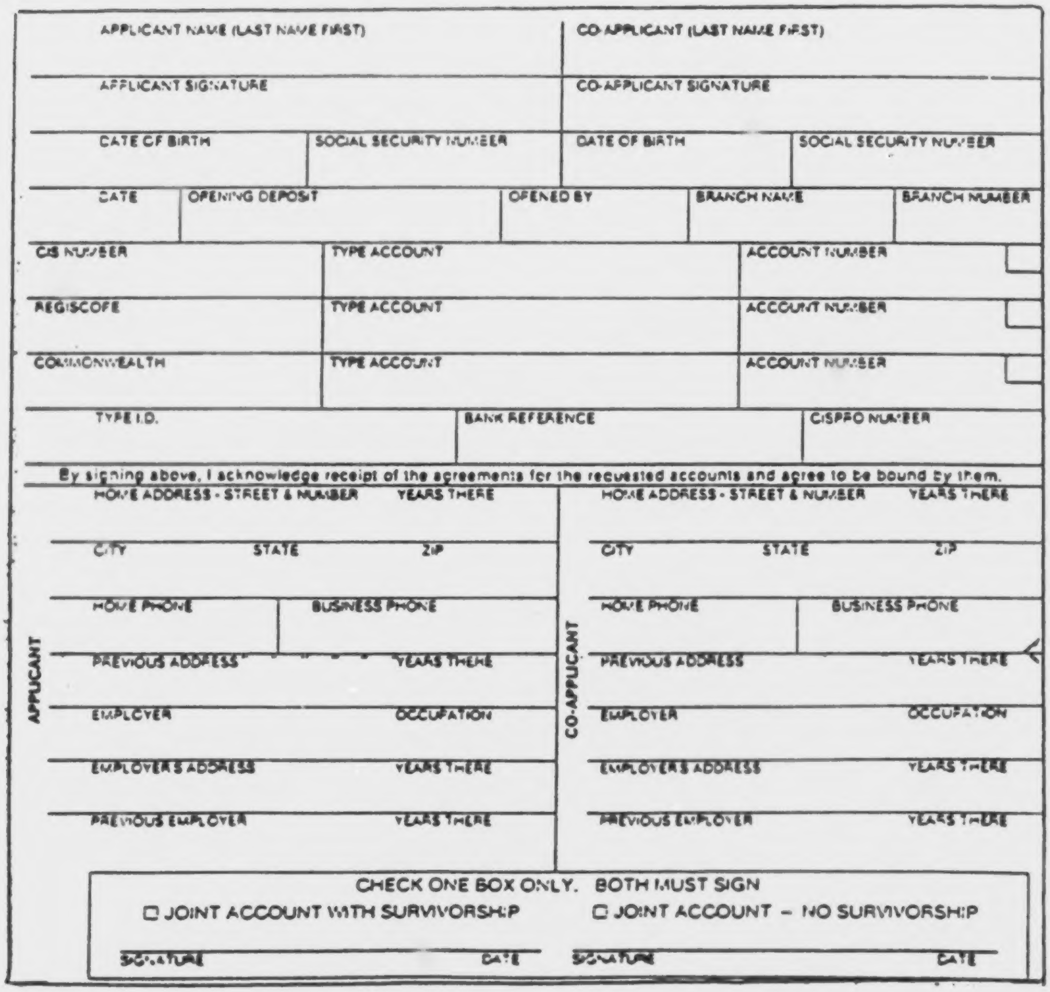
Directions to Teacher: Use checklist for each student. For each category, mark accordingly. "Yes", if the student is able to perform the task; "No", if not.

	YES	NO	
1.			Apply for a savings account.
2.			Write a deposit slip.
3.			Write a check.
4.			Reconcile a checking account.
5.			Complete a loan application.
			TOTAL

APPLICATION

for

SAVINGS ACCOUNT



APPLICANT NAME (LAST NAME FIRST)		CO-APPLICANT (LAST NAME FIRST)		
APPLICANT SIGNATURE		CO-APPLICANT SIGNATURE		
DATE OF BIRTH	SOCIAL SECURITY NUMBER	DATE OF BIRTH	SOCIAL SECURITY NUMBER	
DATE	OPENING DEPOSIT	OPENED BY	BRANCH NAME	BRANCH NUMBER
CIS NUMBER	TYPE ACCOUNT	ACCOUNT NUMBER ☐		
REGISCOPE	TYPE ACCOUNT	ACCOUNT NUMBER ☐		
COMMONWEALTH	TYPE ACCOUNT	ACCOUNT NUMBER ☐		
TYPE I.D.	BANK REFERENCE	CISPFO NUMBER		

By signing above, I acknowledge receipt of the agreements for the requested accounts and agree to be bound by them.

APPLICANT			CO-APPLICANT		
HOME ADDRESS - STREET & NUMBER		YEARS THERE	HOME ADDRESS - STREET & NUMBER		YEARS THERE
CITY	STATE	ZIP	CITY	STATE	ZIP
HOME PHONE	BUSINESS PHONE		HOME PHONE	BUSINESS PHONE	
PREVIOUS ADDRESS		YEARS THERE	PREVIOUS ADDRESS		YEARS THERE
EMPLOYER		OCCUPATION	EMPLOYER		OCCUPATION
EMPLOYER'S ADDRESS		YEARS THERE	EMPLOYER'S ADDRESS		YEARS THERE
PREVIOUS EMPLOYER		YEARS THERE	PREVIOUS EMPLOYER		YEARS THERE

CHECK ONE BOX ONLY. BOTH MUST SIGN

☐ JOINT ACCOUNT WITH SURVIVORSHIP ☐ JOINT ACCOUNT – NO SURVIVORSHIP

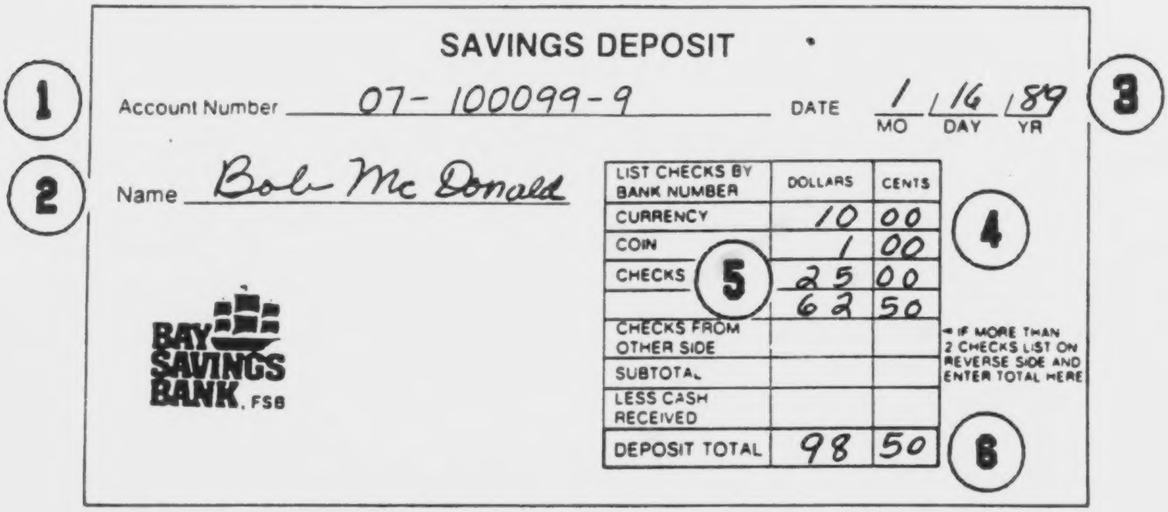
SIGNATURE DATE SIGNATURE DATE

Activity: USING THE SAVINGS ACCOUNT--Deposits Part I

Bob McDonald is making a deposit to his savings account at Bay Savings Bank. His deposit consists of:

--currency:	$10.00
--coins:	$ 1.00
--a check for:	$25.00
--a check for:	$62.50
Total	$98.50

Here is how he filled out his deposit slip:



SAVINGS DEPOSIT

Account Number 07- 100099-9 DATE 1 / 16 / 89
MO DAY YR

Name Bob Mc Donald

BAY SAVINGS BANK, FSB

LIST CHECKS BY BANK NUMBER	DOLLARS	CENTS
CURRENCY	10	00
COIN	1	00
CHECKS	25	00
	62	50
CHECKS FROM OTHER SIDE		
SUBTOTAL		
LESS CASH RECEIVED		
DEPOSIT TOTAL	98	50

◄ IF MORE THAN 2 CHECKS LIST ON REVERSE SIDE AND ENTER TOTAL HERE

① He wrote his savings account number here.

② He printed his name here.

③ He wrote the date he made the deposit.

④ He listed the amount of bills and coins separately here.

⑤ He listed the amount of each check here.

⑥ He added the amounts of the cash and the checks to get his total deposit.

VI, B, 1

Name ______________________

Activity: USING THE SAVINGS ACCOUNT--Deposits Part II

Directions:

Complete the deposit slip using the following information:

--your name

--today's date

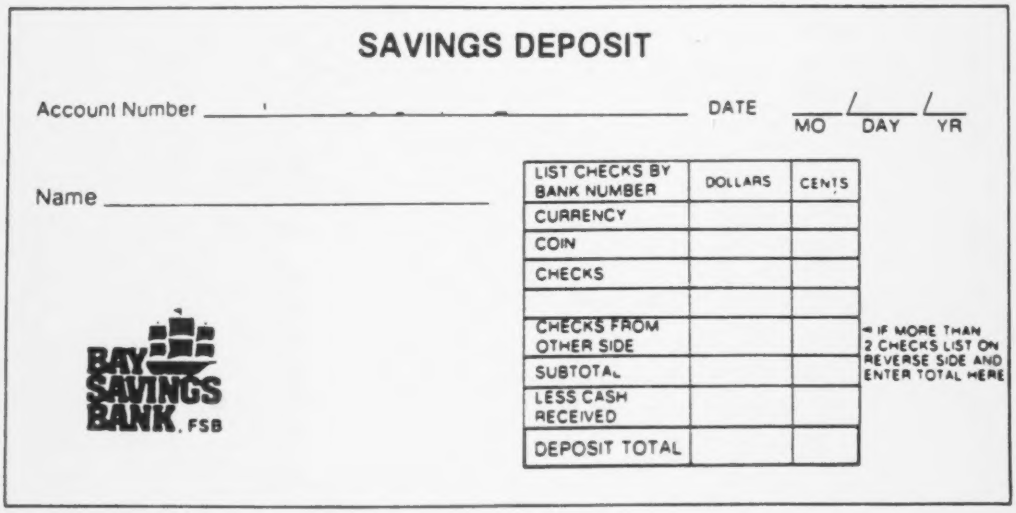
--currency: $45.00

--coins: .75

--a check for: 15.00

--a check for: 7.25

Total your deposit. The account number is 03-60298-4.



SAVINGS DEPOSIT

Account Number ______________________ DATE ___/___/___ MO DAY YR

Name ______________________

BAY SAVINGS BANK, FSB

LIST CHECKS BY BANK NUMBER	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS		
CHECKS FROM OTHER SIDE		
SUBTOTAL		
LESS CASH RECEIVED		
DEPOSIT TOTAL		

◄ IF MORE THAN 2 CHECKS LIST ON REVERSE SIDE AND ENTER TOTAL HERE

Activity: THE SAVINGS ACCOUNT--Withdrawals Part I

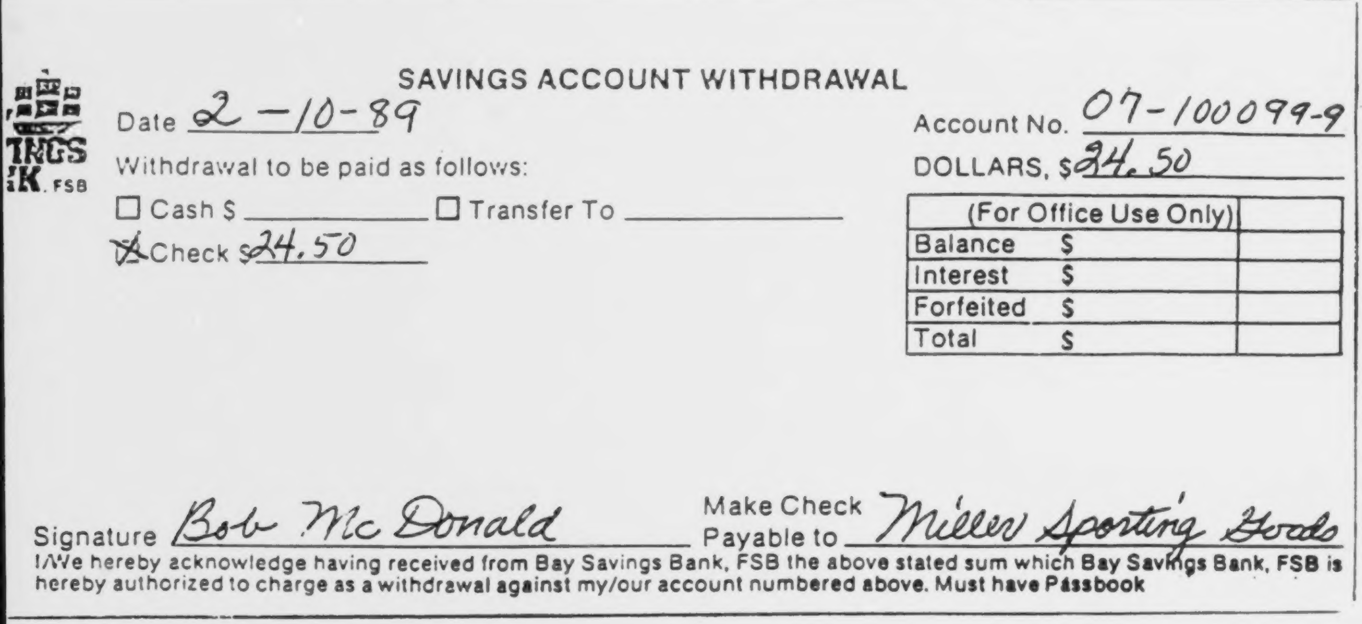
Bob is making a withdrawal from his savings account. He has 3 choices for the withdrawal:

--cash

--transfer to another account

--a check

Since he plans on buying a new part for his bike, he will get a check made payable to Miller Sporting Goods for $24.50.



SAVINGS ACCOUNT WITHDRAWAL

Date 2-10-89

Account No. 07-100099-9

Withdrawal to be paid as follows:

DOLLARS, $24.50

☐ Cash $ ☐ Transfer To

☒ Check $24.50

(For Office Use Only)		
Balance	$	
Interest	$	
Forfeited	$	
Total	$	

Signature Bob McDonald

Make Check Payable to Miller Sporting Goods

I/We hereby acknowledge having received from Bay Savings Bank, FSB the above stated sum which Bay Savings Bank, FSB is hereby authorized to charge as a withdrawal against my/our account numbered above. Must have Passbook

VI, B, 1

Name ______________________

Activity: THE SAVINGS ACCOUNT--Withdrawals Part II

Directions:

Complete the Savings Account Withdrawal using the following information:

--today's date

--your account number is 03-60298-4

--your withdrawal is for $65.00

--you want $20.00 in cash and a check for $45.00 payable to Rolands Music

---

SAVINGS ACCOUNT WITHDRAWAL

Date ____________

Withdrawal to be paid as follows:

☐ Cash $ ____________ ☐ Transfer To ____________

☐ Check $ ____________

Account No. ____________

DOLLARS, $ ____________

(For Office Use Only)	
Balance $	
Interest $	
Forfeited $	
Total $	

Signature ______________________ Make Check Payable to ______________________

I/We hereby acknowledge having received from Bay Savings Bank, FSB the above stated sum which Bay Savings Bank, FSB is hereby authorized to charge as a withdrawal against my/our account numbered above. Must have Passbook

Activity: THE PASSBOOK

When you open a savings account, the bank will give you a PASSBOOK. It shows how much money is in the account, deposits made to the account, withdrawals made from the account and interest earned. Either the customer or bank teller records all these transactions in the passbook. Deposit and withdrawal slips should be retained to be sure they balance against the passbook.

Oceanside Bank

Date	Withdrawal	Deposit	Interest	Balance
3-12		80.00		80.00
3-31		23.60	.12	103.72
4-16	10.00			93.72
4-20	66.00		.31	28.03
5-10		30.00		58.03
5-28		26.00	.18	84.21

How much money did you have after the second deposit? ______________

What was your balance on May 12? ______________

How much interest was earned in April? ______________

How much money did you withdraw altogether? ______________

Which amount is higher--the total of the deposits or the total of all the withdrawals? ______________

How often does this bank compound interest? ______________

VI. B. 1

Name ______________________

Activity: FINDING THE BALANCE

Here are savings account entries for four months:

DATE	ENTRY	AMOUNT
6-2	Deposit	50.00
6-22	Deposit	25.00
6-30	Deposit	62.00
6-30	Interest	.14
7-8	Withdrawal	29.50
7-27	Deposit	18.00

DATE	ENTRY	AMOUNT
8-5	Deposit	24.00
8-20	Withdrawal	20.00
8-31	Interest	1.14
9-2	Deposit	40.50
9-17	Deposit	27.75
9-30	Withdrawal	45.00

Write each entry in the correct column of the passbook.

Remember to figure the new balance after each entry.

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
6/2		50.00		50.00

On September 30, what was the balance? ______________________

VI. B. 1 Name ______________________________

Activity: WHAT'S THE BALANCE?

Write each of these entries in the correct column of the passbook below. Figure the new balance after each entry.

DATE	ENTRY	AMOUNT
8-1	Deposit	100.00
8-15	Deposit	78.50
9-7	Withdrawal	40.00
9-15	Deposit	104.00
9-30	Interest	1.90
10-10	Deposit	92.00
10-15	Deposit	30.00
10-31	Withdrawal	70.00

DATE	ENTRY	AMOUNT
11-5	Deposit	110.00
11-20	Deposit	65.50
11-30	Interest	3.18
12-2	Deposit	98.00
12-12	Withdrawal	100.00
12-16	Deposit	50.02
1-9	Withdrawal	78.00
1-25	Deposit	40.30

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
8/1		100.00		100.00

On January 26, what was the balance in this account? ____________________

VI, B, 1

Activity: PERCENT

When you put money in a savings account, the bank has the use of that money to make loans to others. For this priviledge they pay you INTEREST. The amount of interest you get is a PERCENT of the amount of money in your savings account.

PERCENT means hundredths. We use the sign % when we write percent.

1% (one percent) is 1/100 (one-hundredths)
2% (two percent) is 2/100 (two-hundredths)
3% (three percent) is 3/100 (three-hundredths)

Percent can be written as a decimal.

2% = .02 (two-hundredths)

To change a percent to a decimal fraction:

-- drop the percent sign: 12% 5%
or
12 5

-- then add a decimal point
2 places to the left: .12 .05 (a zero was needed here so we could count 2 places to the left)

Change these percents to decimal fractions.

Example: 6% .06

1. 3% ____________
2. 2% ____________
3. 7% ____________
4. 10% ____________
5. 9% ____________
6. 17% ____________
7. 1% ____________
8. 20% ____________
9. 18% ____________
10. 8% ____________
11. 25% ____________
12. 30% ____________
13. 33% ____________
14. 50% ____________
15. 12% ____________

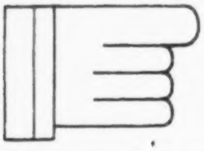
Activity: INTEREST

How much interest do you earn?

You have $200.00 in a savings account.
The Bank pays 5% interest.

Step one: Change the percent to a decimal fraction. 5% = .05
Step two: Multiply the amount in your account by the decimal fraction:

$ 200.00
x .05
$10.0000



Remember to count 4 places to the left in the answer to determine where to put the decimal point.
Then cross the last 2 zeros: $10.00~~00~~
$10.00

How much interest is earned here?

To do the following be sure to:
- change percent to decimal fraction
- multiply the amount by the decimal fraction
- be sure to put in the decimal point

1. $250.00 at 5% = $12.50

$250.00
x .05
12.50~~00~~
$12.50

2. $500.00 at 4% = ________

3. $300.00 at 7% = ________

4. $200.00 at 6% = ________

5. $125.00 at 6% = ________

6. $175.00 at 5% = ________

7. $100.00 at 6% = ________

8. $150.00 at 5% = ________

9. $250.00 at 6% = ________

VI. B. 1

Name ____________________

Activity: MORE INTEREST PROBLEMS

Directions: Calculate the interest for each problem.

Remember the steps:
-- change percent to a decimal fraction.
-- multiply the amount by the decimal fraction.
-- be sure to put in the decimal point.

---

1. $200.00 at 5% = _$10.00_

$200.00
x .05
10.00~~00~~
$10.00

2. $200.00 at 6% = ________

3. $100.00 at 7% = ________

4. $350.00 at 7% = ________

5. $400.00 at 8% = ________

6. $325.00 at 7% = ________

7. $420.00 at 8% = ________

8. $134.00 at 5% = ________

9. $324.00 at 5% = ________

10. $109.00 at 6% = ________

11. $280.00 at 5% = ________

12. $268.00 at 6% = ________

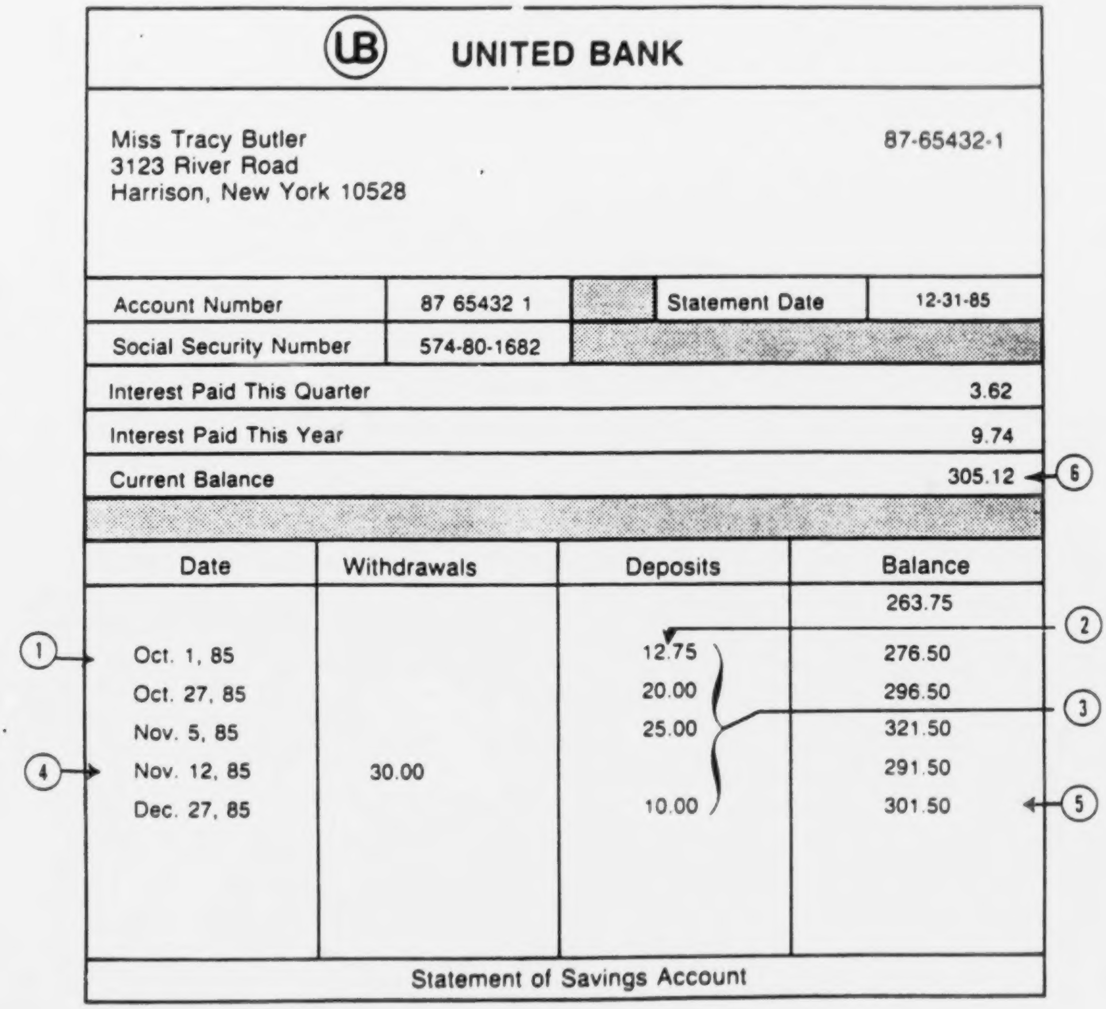
13. $239.00 at 8% = ________

14. $440.00 at 9% = ________

15. $168.00 at 7% = ________

The Bank Statement

Here is Tracy's entire statement. Look at it carefully. Then, answer the questions on page 51.



UNITED BANK

Miss Tracy Butler
3123 River Road
Harrison, New York 10528

87-65432-1

Account Number	87 65432 1	Statement Date	12-31-85
Social Security Number	574-80-1682		

Interest Paid This Quarter	3.62
Interest Paid This Year	9.74
Current Balance	305.12

Date	Withdrawals	Deposits	Balance
			263.75
Oct. 1, 85		12.75	276.50
Oct. 27, 85		20.00	296.50
Nov. 5, 85		25.00	321.50
Nov. 12, 85	30.00		291.50
Dec. 27, 85		10.00	301.50

Statement of Savings Account

Used with permission from Janus Book Publisher. Make Your Money Grow, by Martha Beshers.

① What is the first date of deposit on this statement?

____

Right. The date is October 1, 1985.

② How much money did Tracy deposit on that date?

____

Tracy deposited $12.75.

③ How many deposits did Tracy make during this quarter?

____

Right. Tracy made four deposits.

④ On what date did Tracy make a withdrawal?

____

She withdrew $30.00 on November 12, 1985.

⑤ What is Tracy's balance on December 27, 1985?

____

Her balance is $301.50.

⑥ Look at Tracy's current balance at the top of the statement. What is her current balance?

____

The current balance is $305.12. It is higher than the balance on December 27, because the bank did not add Tracy's interest for the quarter until December 31. So, the current balance is the last balance plus the interest for the quarter.

$301.50	Balance on December 27
+3.62	Interest
$305.12	Current Balance

Used with permission from Janus Book Publishers. Make Your Money Grow, by Martha Beshers.

VI. B. 2

Activity: CHECKING ACCOUNT APPLICATION

When you go to the bank to open a checking account, you will need proof of identification, a Social Security card, and money to deposit.

Directions: Complete the Checking Account Application.

Checking Account   Application number ____________

FIRST NATIONAL BANK

Account to be set up in the following name(s):

____

____

Signature ____

Signature ____

Address ____
Street and No.   City   State   Zip

Employed by ______________________________   ____________________
Name of Firm or Company   Position

Social Security Number ____________________   Date ______________

Opening Deposit: Check # ____________________   Amount ______________

This account is accepted by First National Bank and subject to the provisions on the reverse side of this card. Above are the only signatures which the Bank will recognize in payment of funds or the transaction of other business.

Activity: USING A CHECKING ACCOUNT

AN INTRODUCTION TO THE CHECKING ACCOUNT

For most people today, a checking account is a necessity. A check is one of the most convenient ways to transfer funds safely and to keep records of expenses. You have a responsibility to keep an accurate account of payments through your checking account.

To help you balance your account just remember the simple word,

"EASY".

"E"nding Bank Balance.
"A"dd Deposits Not On The Statement.
"S"ubtract Outstanding Checks and Get
"Y"our Balance Minus Any Service Charges.

Your beginning balance will be $50.11. Use the enclosed materials and follow each step 1 through 6 to determine your ending statement balance. Then use the "EASY" method to balance your account.

1. Today is January 15. You have written a check for $48.93 to Sears for a clothing purchase. Enter this transaction in your register using check 01.

2. On January 21 you realize your balance is not sufficient to cover upcoming expenses. You call the bank to make a transfer from your savings account to checking for $350.00.

3. January 23 the bank automatically deducts your car payment of $142.62. You have chosen this method of payment for your convenience and expect this deduction each month.

4. It's near the end of the month, January 29. Check #02 will pay rent to Watergate Apartments in the amount of $200.00.

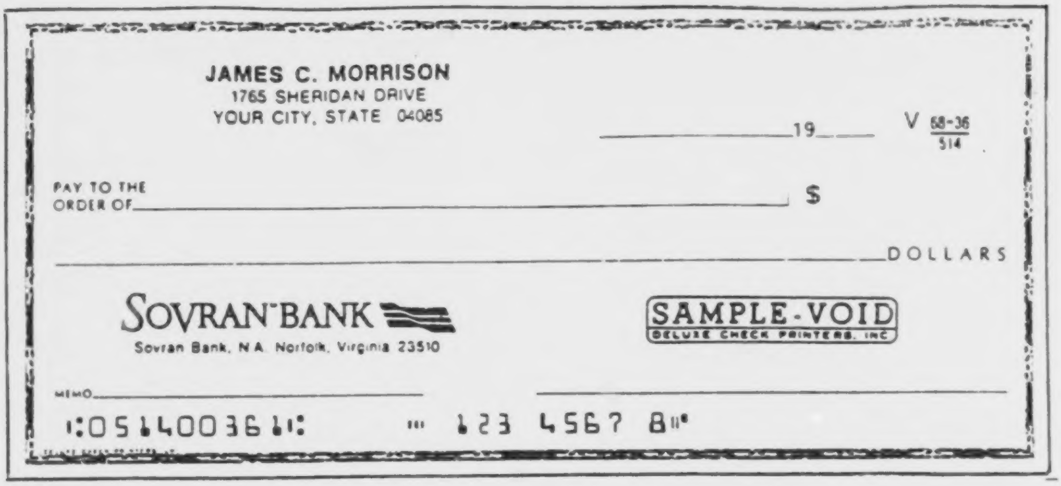
5. January 31 is payday. You wish to deposit your entire check for $283.52 plus $25.00 in cash.

6. The evening of February 3 you are short on cash but need groceries. You go to the nearest Cash Flow Teller and withdraw $30.00.

7. February 4 you receive your monthly statement. The ending balance that you see on your statement should agree with your balance on your checkbook balance. *Refer to the "easy" method to balance your account.

Adapted from materials provided by Sovran Bank.

ACTIVITY: USING A CHECKING ACCOUNT



JAMES C. MORRISON
1765 SHERIDAN DRIVE
YOUR CITY, STATE 04085

______________ 19____ V $\frac{68\text{-}36}{514}$

PAY TO THE ORDER OF______________________ $

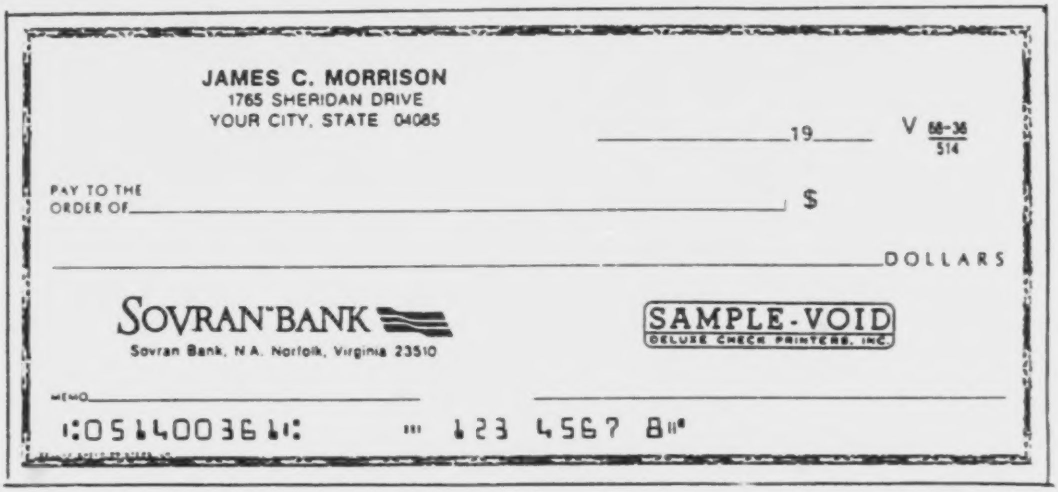
______________________________________ DOLLARS

SOVRAN BANK
Sovran Bank, N.A. Norfolk, Virginia 23510

SAMPLE-VOID
DELUXE CHECK PRINTERS, INC.

MEMO______________ ______________

⑆051400361⑆ ⑈ 123 4567 8⑈



JAMES C. MORRISON
1765 SHERIDAN DRIVE
YOUR CITY, STATE 04085

______________ 19____ V $\frac{68\text{-}36}{514}$

PAY TO THE ORDER OF______________________ $

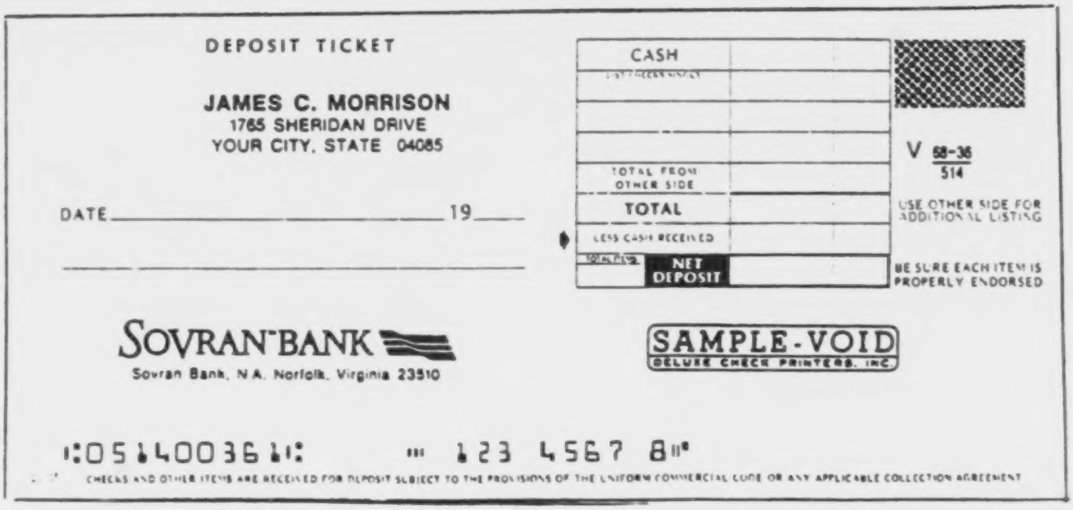
______________________________________ DOLLARS

SOVRAN BANK
Sovran Bank, N.A. Norfolk, Virginia 23510

SAMPLE-VOID
DELUXE CHECK PRINTERS, INC.

MEMO______________ ______________

⑆051400361⑆ ⑈ 123 4567 8⑈



DEPOSIT TICKET

JAMES C. MORRISON
1765 SHERIDAN DRIVE
YOUR CITY, STATE 04085

DATE______________ 19____

____

CASH	
LIST CHECKS SINGLY	
TOTAL FROM OTHER SIDE	
TOTAL	
LESS CASH RECEIVED	
TOTAL ITEMS / NET DEPOSIT	

V $\frac{68\text{-}36}{514}$

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

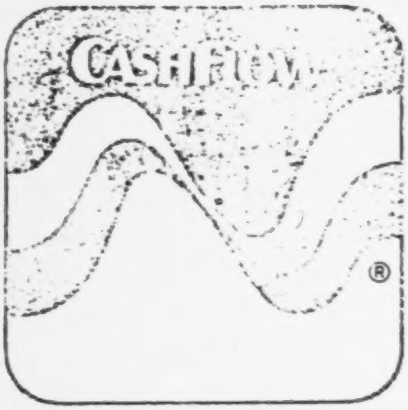
SOVRAN BANK
Sovran Bank, N.A. Norfolk, Virginia 23510

SAMPLE-VOID
DELUXE CHECK PRINTERS, INC.

⑆051400361⑆ ⑈ 123 4567 8⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

ACTIVITY: USING A CHECKING ACCOUNT



U23-1632 (9/85) UNIVERSAL

To correct any transaction problem, call one of these CASH FLOW Customer Service numbers:
1-800/582-5850
If outside Virginia:
1-800/446-5890

DC15P 30306-08

TRANSACTION RECORD

This transaction is subject to verification and adjustment and will become final in accordance with the Bank's rules and regulations and as provided by law.

CARD NUMBER: 5119270029535792O1
TRANSACTION: W/D 0040
AMOUNT: 30.00
DATE: 02/03/8
TIME: 10:08 pm
FROM: CHECK
TO:
LOCATION: TIDEWATER DR.

YOUR BALANCE IS 487.08

SOVRAN BANK N.A.

PLEASE KEEP THIS FOR YOUR RECORD.

DC15 30298-OF

HOW TO USE THIS REGISTER . . .

This handy register has been carefully designed for you to make entries and statement reconciliations easily and efficiently.

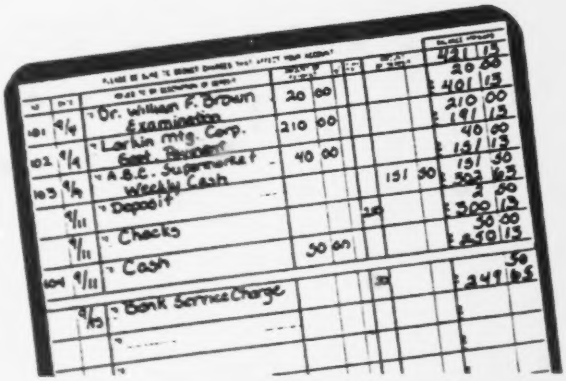
To the right is an example for using this handy register. NOTE: the amounts in the payment and deposit columns may be omitted.

✓ COLUMN — Use this symbol when reconciling your statement for items posted. You can see at a glance outstanding items and amounts.

OTHER DEDUCT — Use this column to deduct any charges that affect your account.

The special tax rite feature in the back of the register provides fast, accurate itemizing of expenditures for tax reporting purposes.

Savings entries may be posted in the back of this register if applicable to your account and for your convenience, an automatic deposit/payment reminder is located inside the back cover.



PLEASE BE SURE TO DEDUCT CHARGES THAT AFFECT YOUR ACCOUNT

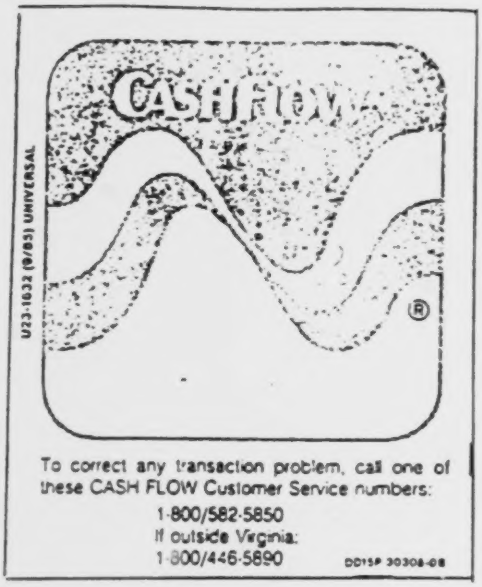
NO	DATE	ISSUED TO OR DESCRIPTION OF DEPOSIT	AMOUNT OF PAYMENT	✓	OTHER DEDUCT	AMOUNT OF DEPOSIT	BALANCE FORWARD
							421 15
101	9/4	TO Dr. William F. Brown Examination	20 00				20 00 401 15
102	9/4	TO Larkin Mtg. Corp. Mort. Payment	210 00				210 00 191 15
103	9/4	TO A.B.C. Supermarket Weekly Cash	40 00				40 00 151 15
	9/11	TO Deposit				151 50	151 50 302 65
	9/11	TO Checks			2 00		2 00 300 13
104	9/11	TO Cash	30 00				30 00 250 13
	9/15	TO Bank Service Charge			50		50 249 65

PLEASE BE SURE TO DEDUCT CHARGES THAT AFFECT YOUR ACCOUNT

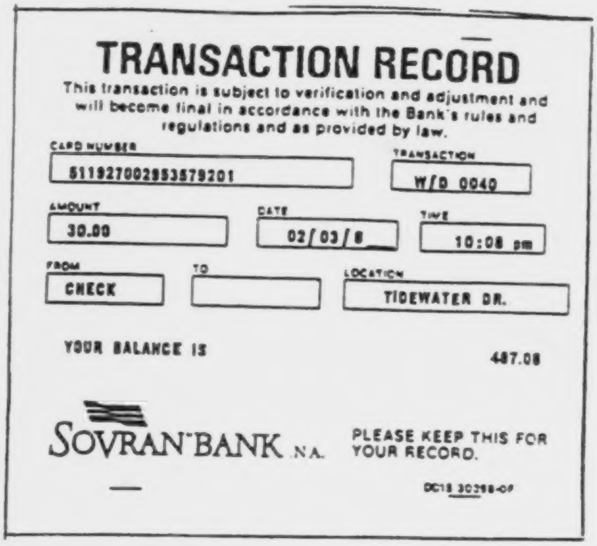
NO	DATE	ISSUED TO OR DESCRIPTION OF DEPOSIT	AMOUNT OF PAYMENT	✓	OTHER DEDUCT	AMOUNT OF DEPOSIT	BALANCE FORWARD
		TO					
		TO					
		TO					
		TO					
		TO					
		TO					
		TO					

BEST COPY AVAILABLE

ACTIVITY: USING A CHECKING ACCOUNT


CASH FLOW
®
U23-1032 (9/85) UNIVERSAL

To correct any transaction problem, call one of these CASH FLOW Customer Service numbers:
1-800/582-5850
If outside Virginia:
1-800/446-5890
DD15P 30308-08



TRANSACTION RECORD

This transaction is subject to verification and adjustment and will become final in accordance with the Bank's rules and regulations and as provided by law.

CARD NUMBER: 5119270029535579201
TRANSACTION: W/D 0040
AMOUNT: 30.00
DATE: 02/03/8_
TIME: 10:08 pm
FROM: CHECK
TO:
LOCATION: TIDEWATER DR.

YOUR BALANCE IS 487.08

SOVRAN BANK N.A.

PLEASE KEEP THIS FOR YOUR RECORD.

DC18 30298-0F

HOW TO USE THIS REGISTER . . .

This handy register has been carefully designed for you to make entries and statement reconciliations easily and efficiently.

To the right is an example for using this handy register. NOTE: the amounts in the payment and deposit columns may be omitted.

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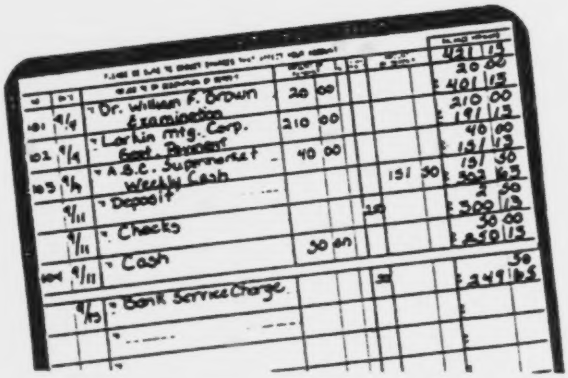
OTHER DEDUCT — Use this column to deduct any charges that affect your account.

The special tax rite feature in the back of the register provides fast, accurate itemizing of expenditures for tax reporting purposes.

Savings entries may be posted in the back of this register if applicable to your account and for your convenience, an automatic deposit/payment reminder is located inside the back cover.



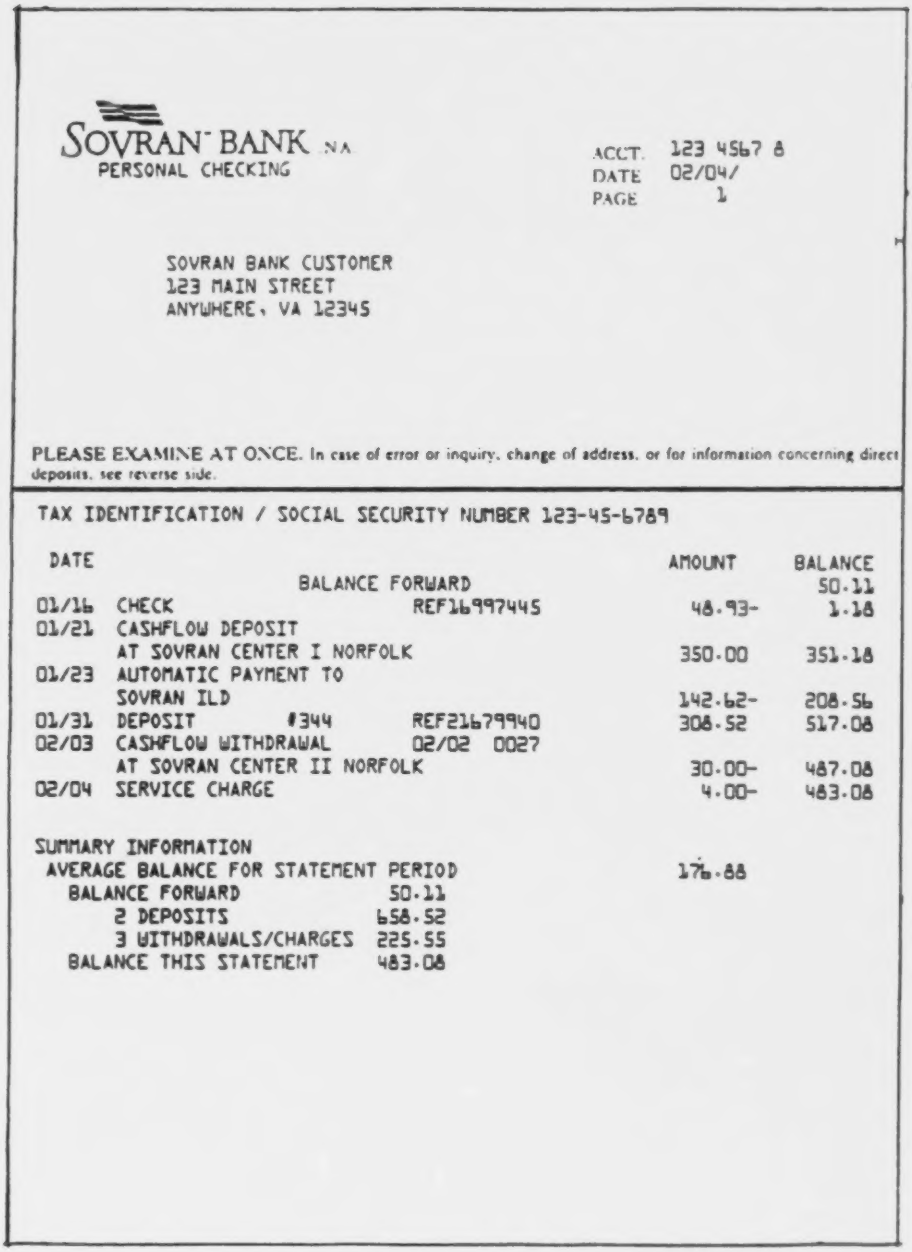
							421.15
101	9/4	Dr. William F. Brown Examination	20.00				20.00 401.15
102	9/4	Larkin Mtg. Corp. Mort. Payment	210.00				210.00 191.15
103	9/4	A.B.C. Supermarket Weekly Cash	40.00				40.00 151.15
	9/11	Deposit				151.50	151.50 302.65
	9/11	Checks			2.50		2.50 300.15
104	9/11	Cash	30.00				30.00 250.15
	9/15	Bank Service Charge			.50		.50 249.65

PLEASE BE SURE TO DEDUCT CHARGES THAT AFFECT YOUR ACCOUNT

NO	DATE	ISSUED TO OR DESCRIPTION OF DEPOSIT	AMOUNT OF PAYMENT	✓	OTHER DEDUCT	AMOUNT OF DEPOSIT	BALANCE FORWARD
		TO					
		FOR					
		TO					
		FOR					
		TO					
		FOR					
		TO					
		FOR					
		TO					
		FOR					
		TO					
		FOR					
		TO					
		FOR					

BEST COPY AVAILABLE

ACTIVITY: USING A CHECKING ACCOUNT



SOVRAN BANK N.A.
PERSONAL CHECKING

ACCT. 123 4567 8
DATE 02/04/
PAGE 1

SOVRAN BANK CUSTOMER
123 MAIN STREET
ANYWHERE, VA 12345

PLEASE EXAMINE AT ONCE. In case of error or inquiry, change of address, or for information concerning direct deposits, see reverse side.

TAX IDENTIFICATION / SOCIAL SECURITY NUMBER 123-45-6789

DATE		AMOUNT	BALANCE
	BALANCE FORWARD		50.11
01/16	CHECK REF16997445	48.93-	1.18
01/21	CASHFLOW DEPOSIT AT SOVRAN CENTER I NORFOLK	350.00	351.18
01/23	AUTOMATIC PAYMENT TO SOVRAN ILD	142.62-	208.56
01/31	DEPOSIT #344 REF21679940	308.52	517.08
02/03	CASHFLOW WITHDRAWAL 02/02 0027 AT SOVRAN CENTER II NORFOLK	30.00-	487.08
02/04	SERVICE CHARGE	4.00-	483.08

SUMMARY INFORMATION

AVERAGE BALANCE FOR STATEMENT PERIOD		176.88
BALANCE FORWARD	50.11	
2 DEPOSITS	658.52	
3 WITHDRAWALS/CHARGES	225.55	
BALANCE THIS STATEMENT	483.08	

LOCATIONS TO SERVE YOU THROUGHOUT THE TIDEWATER AREA

We welcome you at any of our branch offices conveniently located throughout the area—in Newport News, Hampton, Williamsburg, Smithfield, Portsmouth, Virginia Beach, and Richmond.

Inquiries about our savings and loan services are always welcome in person, by mail or by phone to your nearest office. And at every office you'll receive friendly, professional service from our employees who will answer your questions and help you with your banking needs.

VI.58

NEWPORT NEWS

① 2712 Washington Avenue
Phone 247-5275

② 9963 Warwick Boulevard
Phone 595-7263

③ 12515 Warwick Boulevard
Phone 599-4310

④ 14838 Warwick Boulevard
Phone 877-5771

⑤ 1008 J. Clyde Morris
Boulevard
Phone 595-7667

HAMPTON

⑥ 2100 Executive Drive
Phone 827-0100

⑦ 217 Fox Hill Road
Phone 851-5415

WILLIAMSBURG

⑧ 791 James York Plaza
Phone 229-6192

SMITHFIELD

⑨ 1716 S. Church Street
Phone 357-3238

PORTSMOUTH

⑩ 5700 Churchland
Boulevard
Phone 483-4300

VIRGINIA BEACH

⑪ 5192 Fairfield
Shopping Center
Phone 495-0923

⑫ 1439 Great Neck Road
Phone 481-1690

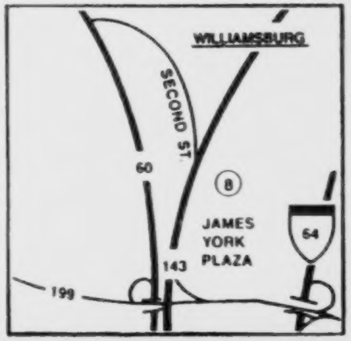
RICHMOND

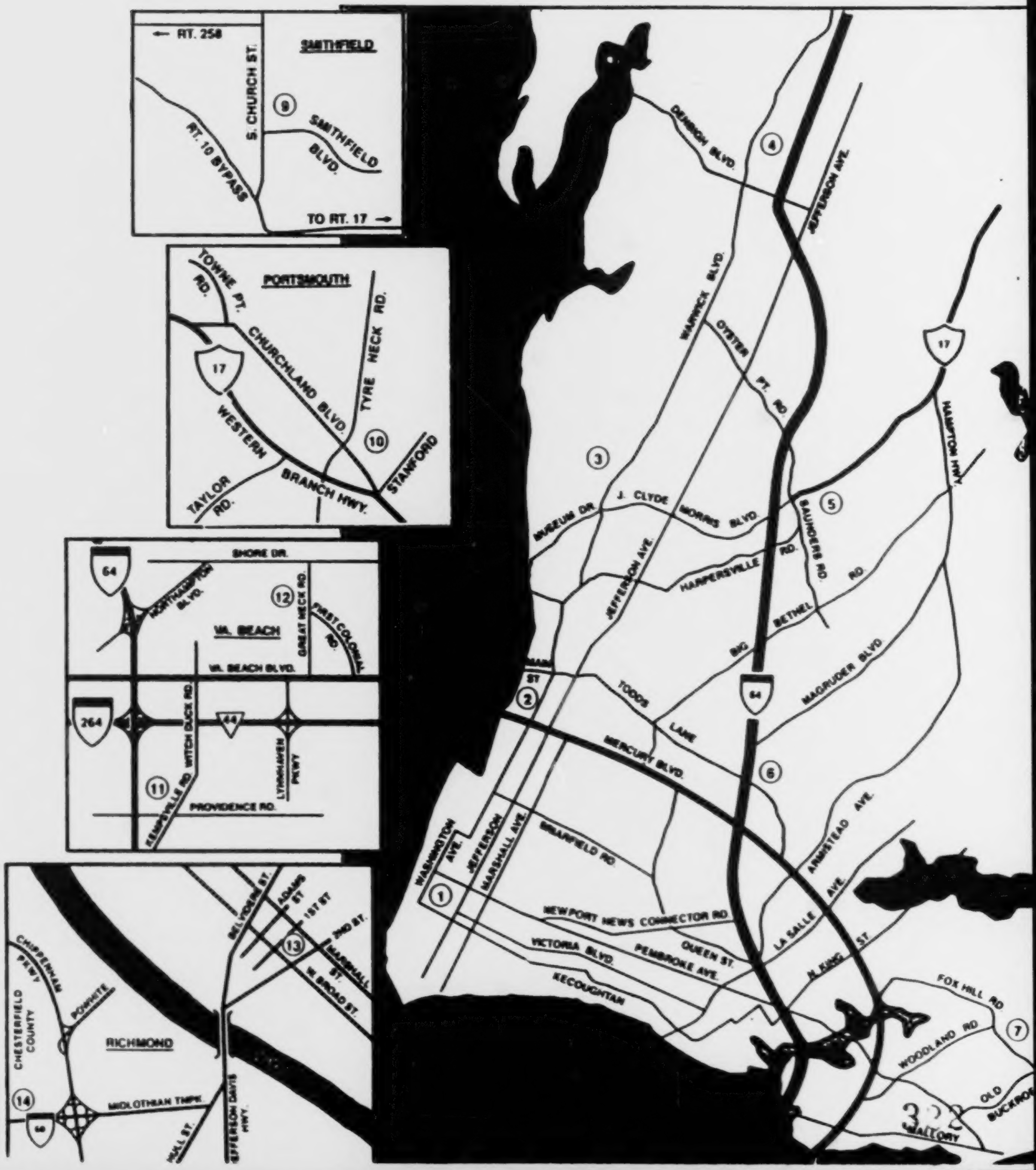
⑬ 115 East Marshall Street
Phone 648-8301

⑭ 8519 Midlothian Turnpike
Hechinger Plaza
Phone 323-0200

HOURS:

Monday through Thursday:
9:30 a.m. to 5:00 p.m.
Open Friday 9:30 a.m. to
6:00 p.m.


WILLIAMSBURG
SECOND ST.
60
⑧
JAMES
YORK
PLAZA
64
143
199


← RT. 258
SMITHFIELD
S. CHURCH ST.
⑨
SMITHFIELD
BLVD.
RT. 10 BYPASS
TO RT. 17 →
PORTSMOUTH
TOWNE PT.
RD.
17
CHURCHLAND BLVD.
TYRE NECK RD.
WESTERN
BRANCH HWY.
⑩
STANFORD
TAYLOR
RD.
64
SHORE DR.
NORTHAMPTON
BLVD.
GREAT NECK RD.
⑫
FIRST COLONIAL
RD.
VA. BEACH
VA. BEACH BLVD.
264
WITCH DUCK RD.
44
LYNNHAVEN
PKWY
⑪
KEMPSVILLE RD
PROVIDENCE RD.
CHIPPENHAM
PKWY
BELVIDERE ST.
ADAMS
ST
1ST ST
2ND ST.
⑬
MARSHALL
ST.
W. BROAD ST.
POWHITE
CHESTERFIELD
COUNTY
RICHMOND
⑭
MIDLOTHIAN TNPK
HULL ST.
JEFFERSON DAVIS
HWY.
DENBIGH BLVD.
④
JEFFERSON AVE.
WARWICK BLVD.
OYSTER
PT.
RD.
17
HAMPTON HWY.
③
MUSEUM DR.
J. CLYDE
MORRIS BLVD.
⑤
SAUNDERS RD.
HARPERSVILLE
RD.
JEFFERSON AVE.
BIG
BETHEL
RD.
MAIN
ST
②
TODDS
LANE
64
MAGRUDER BLVD.
MERCURY BLVD.
⑥
WASHINGTON
AVE.
JEFFERSON
MARSHALL AVE.
BRIARFIELD RD.
ARMISTEAD
AVE.
①
NEWPORT NEWS CONNECTOR RD.
QUEEN ST.
LA SALLE
AVE.
VICTORIA BLVD.
PEMBROKE AVE.
N. KING
ST.
KECOUGHTAN
FOX HILL RD.
⑦
WOODLAND RD.
OLD
BUCKROE
MALLORY

Thalhimers

THALHIMERS CHARGE ACCOUNT APPLICATION (Please print or type)

OFFICE USE ONLY	STATUS		DATE RATED	LC	PLATES	SOURCE			
	CR RPT	EMP	OTHER ACCOUNT		DESG	STORE	PIN	RATER	DATE

TITLE (Optional) APPLICANT'S NAME Leave one blank between first name, middle initial and last name

STREET ADDRESS

CITY STATE ZIP CODE

CHECK ONE
☐ OPTION ACCOUNT
☐ REVOLVING CONTRACT ACCOUNT
☐ TABLE TOP ACCOUNT

CHECK ONE
☐ INDIVIDUAL ACCOUNT
☐ SPOUSE USER ACCOUNT

Telephone No ( )

Social Security Number

LENGTH OF TIME AT PRESENT ADDRESS YEARS MONTHS

Business Telephone No ( )

No of Dependents

☐ Own ☐ Rent
☐ Live With Relative

Monthly Mtge / Rent $

If at above home address for less than 3 years please furnish former address information below

Former Address	Street	City	State	Zip Code	Length of Time YEARS MONTHS
Name of Employer (or Business if Self-Employed)	Occupation	Business Address		Salary Amount ☐ Week $ ☐ Month $	Length of Time YEARS MONTHS
Former Employer (or Business if Self-Employed)	Occupation	Business Address		Salary Amount ☐ Week $ ☐ Month $	Length of Time YEARS MONTHS
Source and amount of other income (Income from alimony, child support, or maintenance payments need not be disclosed unless you rely on it in applying for credit)		Source			Amount ☐ Week $ ☐ Month $
Bank		Branch		☐ Checking ☐ Savings ☐ Loan	
Nearest Relative (not living with you)	Relationship	Street Address	City	State Zip Code	Phone ( )

Complete only if you checked Spouse User Account or if you rely on your spouse's income in making this application.

SPOUSE'S NAME Leave One Blank Between First Name, Middle Initial and Last Name		Address (if different from yours)	City	State	Zip	Soc. Security No.
Spouse's Employer (or Business if Self-Employed)	Occupation	Business Address		Salary Amount Week $ Month $		Length of Time YEARS MONTHS

CREDIT REFERENCES If you completed shaded area above, also include accounts carried in your spouse's name

Reference	City	Account No	Reference	City	Account No

NOTICE: ANY HOLDER OF THIS CONSUMER CREDIT CONTRACT IS SUBJECT TO ALL CLAIMS AND DEFENSES WHICH THE DEBTOR COULD ASSERT AGAINST THE SELLER OF GOODS OR SERVICES OBTAINED PURSUANT HERETO OR WITH THE PROCEEDS HEREOF. RECOVERY HEREUNDER BY THE DEBTOR SHALL NOT EXCEED AMOUNTS PAID BY THE DEBTOR HEREUNDER.

Applicant's Signature ____________________ Date __________ 19____

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VI. B. 3

Leggett

X-990 (Rev. 7 82)

THE USE OF A TITLE ON THIS APPLICATION IS OPTIONAL

APPLICATION FOR CREDIT

APPLICANT

If you wish to use a title please check I would like the account to read Age ______

Mr ___ Mrs ___ Miss ___ Ms ___ ______ SS # ______

Other ______ (first name) (initial) (last name) Home Phone ______

Present Address ______ (street name and #) (city) (state) (zip) How long ______

Previous Address ______ (street name and #) (city) (state) (zip) How long ______

Employed by or income source ______ (name of business) (business address) (military unit) How long ______

Position or Title ______ Business Phone ______

Previous employer ______ (name of business) (business address) (military unit) How long ______

Position or title ______ Business Phone ______

Alimony, child support, or separate maintenance income need not be revealed if you do not wish to have it considered as a basis for repaying this obligation.

Alimony, child support, separate maintenance received under: court order ☐ written agreement ☐ oral understanding ☐

Annual income: ☐ less than 5,000 ☐ 5,000-10,000 ☐ 10,000-15,000 ☐ 15,000-20,000 ☐ 20,000-25,000 ☐ 25,000-30,000 ☐ 30,000-40,000 ☐ 40,000-50,000 ☐ over 50,000

No. of Dependents ______ Ages ______ Is any income likely to be reduced in next 2 years Yes ☐ No ☐ If yes, explain on Separate Sheet

Nearest Relative Not Living with Applicant ______ Address ______ Home Phone ______

YOUR BANK AND OTHER CREDIT REFERENCES Information about your Bank, Credit Union or Savings & Loan

BANK NAME AND BRANCH CHECKING ☐ SAVINGS ☐	BANK NAME AND BRANCH ACCT. NUMBER LOAN ☐

LIST CREDIT REFERENCES: Include auto loans, bank and travel cards, finance companies, charge accounts, oil companies, etc. Use separate sheet, if necessary

FIRM NAME	ADDRESS	ACCT. NO.	EXACT NAME ON ACCT	MONTHLY PAYMENT	PRESENT BALANCE
Landlord or Mortgage Holder			Rent ☐ Mortgage ☐		

Previous Leggett or Belk Account (city and state) ______ Account Number (if any) ______

Provide this information only if there will be a joint applicant, user or other person obligated to pay this account.

JOINT APPLICANT, USER, OR OTHER PERSON

NAME ______ OCCUPATION ______ YRS. AT THIS JOB ______ ANNUAL INCOME ______

______ RELATIONSHIP TO APPLICANT ______

ADDRESS IF DIFFERENT FROM APPLICANT

EMPLOYER AND ADDRESS ______ S.S. # ______ BANK ______ CHECKING ☐ SAVINGS ☐ LOAN ☐

Everything that I have stated in this application is correct to the best of my knowledge. I understand that you will retain this application whether or not it is approved. You are authorized to investigate my credit and employment history, and that of my spouse, if this is a joint account, and report to authorized persons and bureaus my credit history on this account. Receipt of attached customer disclosures acknowledged. (I have read, understand and agree to the terms and conditions set forth on the reverse side of this application.

(SIGNATURE OF JOINT APPLICANT OR OTHER PERSON OBLIGATED TO PAY) (Date) (Signature of Applicant) (Date)

FOR OFFICE USE ONLY

ACCOUNT NUMBER ☐☐☐ ☐☐☐ ☐☐ ☐ ☐ I/C ☐

LETTER ______ / ______ STORE USE

ID # ______

DATE	STORE	WHOSE ACCT	TYPE	EMP	A/C ST	RSTR	CD ST	D ST	#CARDS	F/C	CR/LN	FSD PYMT	INSTL TMS	AP

TEAR OFF HERE TO MAIL APPLICATION

BEST COPY AVAILABLE

SOVRAN BANK, N.A.

Type of Credit Requested: ☐ Instalment Loan ☐ MasterCard ☐ Ready Reserve ☐ VISA ☐ Other ____________

Consumer Credit Applicati

Amount of Credit Desired: $ ____________ Purpose: ______________________________ Term: ________

Is this to be a Joint Application: Yes ☐ No ☐ If so, with whom: ______________________

Co-Applicants other than a spouse must complete a **separate** application.

Collateral (describe) ______________________ Loan Value $ __________ Method of Evaluation ________

Purchase Price $ ________ Cash Down Payment $ ________ Trade In $ ________ Discount $ ________ Unpaid Balance $ ________

Name of Applicant	Social Security #	Age	# Depend.	Home Telephone ( )
Street Address	City	State	Zip Code	Present Address Yrs. Mos.
Former Street Address	City	State	Zip Code	Former Address Yrs. Mos.

Permanent U.S. Resident? ☐ Yes ☐ No If not, Immigration Status.

Present Employer	Employed For Yrs. Mos.	Position/ Rank	Previous Employer	Employed For Yrs. Mos.
Business Address		Business Telephone ( )	Business Address	

Monthly Income Amount $	Amount and source of Other Income. Please attach a copy of document verifying such income. (Note: Alimony, child support or separate maintenance paym need not be revealed if you do not choose to disclose such income in applying for credit.) Amount $ Source

Name & Address Of Nearest Relative	Relationship	Telephone # ( )

Do You Own/Buying ☐ Rent ☐ Lease ☐	Payments To:		Market Value $	Balance Owing $	Monthly Payment $
Name in which Acct. Carried	Purchase Date	Second Mortgage Holder		Balance Owing $	Monthly Payment $

Is applicant obligated to make alimony, child support or separate maintenance payments? ☐ No ☐ Yes Amount $ ____________

Complete this section ONLY if Applicant's Spouse will also be contractually liable for repayment or if Applicant is relying on income of the spouse.

Name of Spouse	Social Security #	Age
Present Employer Name, Address & Telephone #	Employed For Yrs. Mos.	Position/ Rank

Monthly Income Amount $	Amount and source of Other Income. Please attach a copy of document verifying such income. (Note: Alimony, child support or separate maintenance paym need not be revealed if you do not choose to disclose such income in applying for credit.) Amount $ Source:

Name & Address of Nearest Relative	Relationship	Telephone # ( )

Is Co-applicant obligated to make alimony, child support or separate maintenance payments? ☐ No ☐ Yes Amount $ ____________

Checking Account With Account #	Savings Account With Account #	MasterCard/Visa With Account #

List all debts, attach a separate sheet of paper if needed.

List any other names under which you have previously received credit:

Auto Financed By	Make-Model	Account #	Balance $	Monthly Payment $
Other Creditors	Original Amount $	Account #	Balance $	Monthly Payment $

Other Assets:

Have you had any judgements or legal proceedings against you? ☐ No ☐ Yes Ever Bankrupt? ☐ No ☐ Yes When ____________

Credit Proceeds to Account # ______________________

Charge Payments to Account # ______________________

I represent that I have given you a list of all my debts and that all of the statements, financial data, or information in this application are true and correct and have been made in order to obtain the credit requested. You may verify and retain all information and obtain any other information necessary to appraise this application.

__________, 19___ ______________________
(Date) (Signature of Applicant)

__________, 19___ ______________________
(Date) (Signature of Applicant)

Applicant for VISA or MasterCard complete below:

Cards can be issued for up to four persons on this account. List the names belo (including yourself) as you wish them to appear on the card. If Non-card accoun for Ready Reserve only, please write "Card Refused" on line one (1). Please prin

1. ______________________
(Applicant)

2. ______________________
(Co-Applicant Relationship)

24-0451 (6/87) Universal

Kind of Business and ID Code	Date Reported and Method of Reporting	Date Opened	Date of Last Payment	Highest Credit	Present Status			Historical Status				Type Account Terms, Manner Pmt.	Remar Code
					Balance Owing	Past Due		Month Rev'd	Times Past Due				
						Amount	Pmts		30-59	60-89	90 +		
Credit Bureau													
Sovran Experience													

Other:

To be completed by Instalment Loan Operations Center

Note Type ☐
Bill Code ☐
Employee Code ☐
Co-signer Code ☐

Collateral Category ☐
Interest Valid Override ☐
Insurability Code ☐
Income Code ☐
Interest Start Date Month | Day | Year

Single Payment Loans — Consumer:

Rate ________ Fee ________ Term (Days) ________ No. of Renewals ________ FRB Code ________
Collateral ________ MV $________ LV $________
________ Guarantor ________
Repayment: Plan ________ Source ________
Policy Exception Justification ________

Insurance Verification — Date ________ 19____ Telephone (   )
Name of Agent/Agency ________
Address of Agent ________ Person Contacted ________
COVERAGE: Comprehensive — Fire/Theft ☐ Collision ☐ Collision Deductible $ ________
Name of Insurance Company ________
Policy No. ________ Inception Date ________ Expiration Date ________

Credit Decision Data

Office | Class

Date ________ 19____
Office Name ________ RC # ________
☐ Approved $________ Loan Officer ________ # ________
(Signature)
☐ Declined Decline Code ________
Personal Banker Opening Account (If Different than PB of Assignment) Bank - | Officer - | Position -
☐ Conditioned
To: ________

Credit Score		Override Code
Appl.		
Final		

Collateral Missing From Original Loan Package:

☐ Vehicle Title ☐ Other, describe ________

Calculations

Input Adm. Term.

Loan Date (MMDDYY) ________
First Pymt. Date(MMDDYY) ________
Loan Proceeds ________
Terms (Months) ________
APR ________
Credit Life (J, S, N) ________
Accident/Health (S, N) ________
Customer Age (If Insured) ________
Co-Applicant Age (If Insured) ________

Loan Calculation

(1) Proceeds $________
(2) Credit Life Premium $________
(3) A&H Premium $________
(4) Total Ins. Prem (2&3) $________
(5) Amt. Financed (1&4) $________
(6) Interest $________
(7) Total Finance Chg. $________
(8) Total Note $________
(9) Monthly Payment $________
(10) APR ________
(11) Number Of Odd Days ________
(12) Maturity Date ________

Bank Card Use Only

APR
V—
M—

VI.62 326

Name ____________________

Activity: INTEREST AND INSTALLMENT BUYING

Directions: What is the cost of credit? Solve the following problems, placing your answers in the space provided:

Joe decides to buy a stereo priced at $90. He makes a down payment of $25.00 and makes seven (7) monthly payments of $10 each. How much will the use of credit cost him?

Compute here:

Cost of credit = __________

Alice and John buy a set of dishes priced at $95.00. If they pay for them in ten equal payments of $10.50 each, what is the total amount of money they must pay back? How many dollars of interest will they pay?

Compute here:

Total amount paid back = __________

Interest charges = __________

Activity: INTERESTAND INSTALLMENT BUYING

Don wants to borrow $100.00 from his father to purchase a new CB radio for his car. His father is willing to loan him the money for one year at 8%. How much will he pay in interest charges? What will his monthly payment be if he repays the loan in twelve (12) equal payments?

Compute here:

Amount of interest charges = ____________

Monthly payment = ____________________

VI. B. 4 Name ______________________________

Activity: THE CREDIT TEST

Directions: This is not really a test, but a "test" of the 3 C's of Establishing a Credit Rating.

Suppose these facts describe you:

You are 22 years old and have lived in an unfurnished apartment for 2 years. Also, you have a phone in your own name. You are not married and have no other dependents than yourself. You've been employed as a draftsman (skilled work) for 14 months and earn $700.00 a month. You have a checking and savings account and owe a furniture store $85.00 a month for payments on furniture.

Now, take the following credit test by answering each question. Circle the number of points you receive in each category. Then, total the points at the end.

A. Age?

Age	Points
21-25	1
26-64	2
65 & over	1

B. Home Situation?

	Points
Live with Parents	1
Apartment (furnished)	1
Apartment (unfurnished)	2
Home (with mortgage)	3
Home (mortgage paid)	5

C. Length of Time at Present Address?

	Points
1 - 5 Years	1
Over 5 Years	2

D. Length of Time at Former

	Points
1 - 5 Years	1
Over 5 Years	2

E. Marital Status?

	Points
Single	1
Separated	1
Divorced	1
Widowed	1
Married	2

F. Number of Dependents?

	Points
One	2
Two	2
Three	2
Four or More	1

VI. B. 4

THE CREDIT TEST

G. Monthly Income?

	Points
$400 - $600	1
$601 - $800	3
$801 - $1000	5
Over $1000	7

H. Monthly Obligations?

	Points
$75 - $200	2
Over $200	1

I. Job Status

	Points
Working Part-time	1
Unskilled	2
Skilled	3
Supervisor	4
Professional	4

J. Same Employer?

	Points
1 Year	1
2-3 Years	2
4-6 Years	3
7-10 Years	4
Over 10 Years	5

K. Premium Points

Have you had or
do you have a:

	Points
Personal Phone?	2
Bank Loan?	5
Checking/Savings Account	5

Add the points from each category:

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____

TOTAL _____

If you have scored 19 or more points, you would probably be granted a loan. The higher your point total, the better your credit rating.

VI. B. 6

Activity: CHARLIE'S CHARGE ACCOUNTS

Directions: Should Charlie use credit in the following situations? Check Yes or No.

		YES	NO
1.	While browsing in a department store, Charlie notices a winter coat sale with some good reductions. Should she charge a new coat?	_____	_____
2.	Charlie needs a new car battery. Without it, the car won't run.	_____	_____
3.	Charlie is going furniture shopping. She has saved $200.00 for a chair, but is afraid to carry that much cash with her.	_____	_____
4.	Charlie goes out to dinner with four old friends from high school. Her Master Card is accepted at the fancy restaurant where they are eating and she impulsively puts everyone's bill on her card.	_____	_____
5.	Charlie has 3 charge accounts. At one store she has charged to the limit and is close at another store. Should she use her Master Card to charge a new dress?	_____	_____
6.	Charlie takes home $800.00 a month from her job in a hospital. Each month she has saved $150.00 in a savings account. Should she charge a watch that is on sale for $25.00 on her Master Card? (Her old watch just broke.)	_____	_____
7.	Charlie's car was damaged in an accident. The repair costs would be about as much as the car is worth. She is thinking about getting a loan for a new car at her credit union.	_____	_____
8.	Charlie was also considering a car loan from a small personal finance company because she wouldn't have to wait so long to see if she was approved for the loan.	_____	_____
9.	Charlie and her best friend have two choices for their vacation. One is a week at a dude ranch for $400.00 per person. The other is a 5-day cruise that costs $800 per person. Both prices cover all expenses. She saved $350.00 for the trip already. They decided to go on the cruise. Charlie will use the $350 she saved and put the remaining $450 on her Master Card.	_____	_____

VI. C

Name ____________________

Date ____________________

Score ____________________

Evaluation: CHECKLIST ON PERSONAL FINANCIAL RECORDS

Directions to teacher: Use checklist for each student. For each category, mark accordingly. "Yes", if the student is able to perform the task; "No", if not.

	YES	NO	
1.			Define and give a reason for a person to keep: receipts
2.			Define and give a reason for a person to keep: bills
3.			Define and give a reason for a person to keep: warranties
4.			Define and give a reason for a person to keep: contracts
5.			Define and give a reason for a person to keep: leases
6.			Define and give a reason for a person to keep: wage information
7.			Define and give a reason for a person to keep: insurance documents
8.			Record expenditures (or contribute to group effort) in Case Study.
9.			Calculate expenditures (or contribute to group effort) for each category on Expense Chart.
10.			Use percentage from a recommended budget guide (or contribute to group effort) to calculate recommended budget amounts.
11.			Complete proposed monthly budget (or contribute to group effort).
			TOTAL

VI. C. 1

WHERE DOES YOUR MONEY GO?

One good method of managing your money is to learn where your money really goes. Use the form below to write down everything you spend your money for during the next week. After doing this for a week or two, you will have a good record to use to evaluate your spending. It is a good idea to do this about once a year.

DAY	ITEM	AMOUNT

VI. C. 1

Activity: GOALS

People who live on their own must think and plan ahead. Many people think about where they are going to be and what they want to own one, ten, and more years ahead. They plan by setting goals and working toward them. When planning goals for your independent life, divide them into three types: immediate, intermediate, and long-range.

Use the following as a guide for the three types of goals:

IMMEDIATE	Can be accomplished with the next paycheck.
INTERMEDIATE	Can be accomplished during the year.
LONG-RANGE	Will probably take more than a year to accomplish.

The following is a list of items which could be a person's goals. Write each item under the type of goal you think it belongs.

1. Buy a home
2. Visit Florida
3. Buy a car
4. Buy a shirt
5. Buy a videotape recorder
6. Take a date to dinner
7. Buy groceries
8. Buy a stereo
9. Buy a new suite
10. Go to the dentist

IMMEDIATE	INTERMEDIATE	LONG-RANGE

Activity: FINANCIAL GOALS WORKSHEET

People manage their own money best when they set down their spending goals on paper. Financial, or spending, goals are very important because they help keep people from spending their money wastefully. If you know what you want your money to do for you, it will help guide you through difficult spending decisions.

List five or more goals for which you want to spend your money for this year. Rank each goal in order of its importance. The most important goal should be ranked "1".

RANK	GOAL

Activity: STEPS TO PREPARING A BUDGET

A budget is a plan for spending. You can use it to help you get control of your spending. With control, you can spend your money so that all your priority expenses are met. Eventually you can buy those things you want to buy. First, you must complete the step of identifying your goals and expenses. After that step, you are ready to prepare your budget. Follow this procedure:

1. Estimate how much income you expect to have each week. Add all the money you will receive in weekly allowance, wages, or gifts. Next, subtract any withholding taxes, social security, or other deductions. The amount remaining is available for spending and saving. It is called net income.

2. Determine what your expected expenses will be. Expenses are those items on which you expect to spend your money. Get this information from your list of priorities.

3. Add your expected expenses.

4. Subtract the expenses from your expected net income. If you have any money left over after subtracting your expected expenses from your expected income, you can apply it to savings. If you do not have enough income to cover expenses, then you must lower your expenses. This can be done by reducing the amount of money you allocate to your lower priority items. You should never budget more for expenses than you expect your income to be.

These are the steps to prepare a budget. Now, prepare a budget for yourself. You may use the form on the next page.

VI. C. 1

ROBERT'S BUDGET FOR INDEPENDENT LIVING, PART I

Directions: Use "Steps To Preparing A Budget" and apply these same principles to Robert's budget. Prepare a monthly budget for Robert.

Robert now lives on his own. He moved into an apartment with a friend and they share the expenses. The following is a list of Robert's expenses and financial goals ranked in their order of priority.

1.	Rent	$ 125.00 per month
2.	Food	50.00 per month
3.	Clothing	30.00 per month
4.	Electricity	35.00 per month
5.	Telephone	15.00 per month
6.	Entertainment	50.00 per month
7.	Automobile Loan	65.00 per month
8.	Automobile Insurance	75.00 per month
9.	Gasoline and Oil	75.00 per month
10.	Vacation	500.00 during the next ten months

Robert still works at the grocery store. He now makes $5.25 per hour and works 40 hours per week. His company deducts the following from his pay each week:

1.	Social Security	$ 14.07 per week
2.	Federal Withholding Tax	24.20 per week
3.	State Withholding Tax	5.88 per week

VI. C. 1

ROBERT'S BUDGET FOR INDEPENDENT LIVING, PART II

INCOME

Gross Income $__________

Withholding Tax $__________

Social Security $__________

NET INCOME $__________ $__________

EXPENSES

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

____________________________________ $__________

TOTAL EXPENSES $__________ $__________

SAVINGS $__________

Activity: PLANNING A BUDGET FOR MARY AND JOHN

Let's apply the basic principles of making a budget to the following situations:

Mary and John are a newly married couple. John works as an auto mechanic apprentice at a local automobile dealership, and Mary works two days a week as a secretary. Between them, they take home $200.00 per week, and both have two-week vacations. Mary's father has volunteered to help them work out a budget. What amount should be budgeted for each category?

Applying the rules we have learned so far, a budget should be set up for John and Mary as is indicated on the chart below. Complete the percentage and annual expenditure columns in the chart.

	Earnings		Percentage		Annual Expenditure	Monthly Expenditure
Housing	$10,000	X		=		
Food	10,000	X		=		
Household Operations	10,000	X		=		
Clothing & Cleaning	10,000	X		=		
Medical Care/ Insurance	10,000	X		=		
Car/Transportation	10,000	X		=		
Savings/Insurance	10,000	X		=		
Church & Charity	10,000	X		=		
Recreation	10,000	X		=		

In order to compute a monthly budget, we would divide each of the amounts by 12, since there are twelve months in a year. Complete the monthly-expenditure column on the chart.

CASE STUDY: DEVELOPING A FAMILY BUDGET

Directions:

1. Read the monthly expenditure record for Kevin and Karen. Using the form, record each expenditure under the appropriate heading and add up the totals for the month.
2. Calculate the recommended amount for each category by using the percentage from the recommended budget guide discussed earlier.
3. Figure the amount by which the expenditure in each category is over or under the recommended percentage which should be spent.
4. Using these figures and the proposed Monthly Budget Form, make a budget for Kevin and Karen.

Kevin and Karen Sellers are a newly-married couple and have moved into an unfurnished apartment. Kevin works as an apprentice electrician with a take-home pay of $690 a month. Karen works as a part-time clerk-typist and receives $410 a month in take home pay. During their first month of marriage, they decide that they should keep a simplified record of a month's cash expenditures as a basis for preparing a budget. These expenditures for the month of September were the following:

VI. C CASE STUDY: DEVELOPING A FAMILY BUDGET (Continued)

Sept. 1 Paid $220 apartment rent for the month

1 Spent $42.68 for groceries

4 Spent $10.80 at a Labor Day celebration

6 Paid $52.81 to Shell Oil Company for gasoline and oil purchased by credit card

7 Karen bought a new blouse for $7.82

8 Spent $38.74 for groceries at the supermarket

9 Paid telephone bill for month, $9.87

12 Recorded $18.52 for Kevin's lunches for two weeks and $12.36 for Karen's lunches for the same period

14 Paid electric bill for month, $30.72

15 Kevin paid $36.71 for car repairs

16 Paid $20 monthly pledge to the local church

17 Karen contributed $2 to a fund for a gift to a co-worker about to be married

19 Spent $23.71 for groceries at the supermarket

24 Paid $5 to an appliance shop for repair of a lamp

25 Paid $50 monthly installment on a used car

26 Paid $45 monthly installment on furniture

28 Recorded $19.56 for Kevin's lunches for two weeks and $13.44 for Karen's lunches for two weeks

29 Spent $29.44 for groceries at the supermarket

30 Kevin bought two shirts and two ties on sale for $19.56

30 Kevin counted his pocket money and discovered he was short $3.37; Karen did the same and found she was short $2.25 (apparently they spent these amounts but forgot to record them. Record the total amount under "Miscellaneous Expenses.")

30 Deposited $10 in a Christmas Club account

31 Deposited $100 in a savings and loan association to start a fund for buying a house

CASE STUDY
Developing a Family Budget (Continued)

EXPENDITURES/OF ____________FAMILY FOR MONTH OF ______________, 19 ________

Date	House Payment	Food	Household Expenses	Clothing	Medical Care/Insurance	Transportation	Life Insurance/Savings	Charity	Recreation	Miscellaneous	Income

CASE STUDY: DEVELOPING A FAMILY BUDGET (Continued)

PROPOSED MONTHLY BUDGET FOR ____________________ FAMILY

Item	Amount Budgeted
Take-Home Pay	
Husband =	
Wife =	
Other =	
Expenses	
House Payment or Rent	
Food	
Household Expenses/Utilities	
Clothing	
Medical Care/Health Insurance	
Transportation	
Life Insurance/Savings	
Charity	
Recreation	
Miscellaneous	

TOTAL INCOME

TOTAL EXPENSES

(Budget is balanced if total income equals total expenses)

VI. D

Evaluation:

CHECKLIST on FINANCIAL ASPECTS of EMPLOYMENT

Name: ____________________

Date: ____________________

Score: ____________________

Directions to Teacher: Use checklist for each student. For each category, mark accordingly. "YES" if the student is able to perform the task; "NO", if not.

	YES	NO	
1.			Define SALARY.
2.			Define HOURLY WAGE.
3.			Define PIECE RATE.
4.			Define COMMISSION.
5.			Define OVERTIME.
6.			Give an advantage or disadvantage of SALARY.
7.			Give an advantage or disadvantage of HOURLY WAGE.
8.			Give an advantage or disadvantage of PIECE RATE.
9.			Give an advantage or disadvantage of COMMISSION.
10.			Give an advantage or disadvantage of OVERTIME.
11.			Tell one reason why some jobs pay more than others.

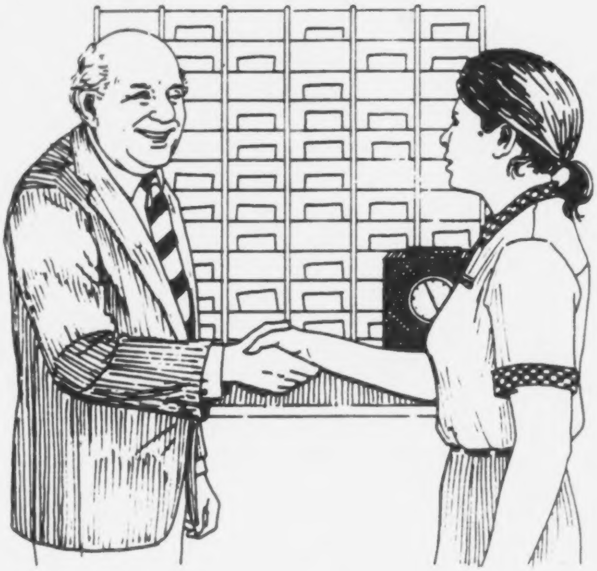
			List five necessities of life for which an income is used.
12.			Necessity Number 1.
13.			Necessity Number 2.
14.			Necessity Number 3.
15.			Necessity Number 4.
16.			Necessity Number 5.
			List two of the three common fringe benefits.
17.			Benefit Number 1.
18.			Benefit Number 2.
			List two other fringe benefits.
19.			Benefit Number 1.
20.			Benefit Number 2.
21.			Identify one reason why fringe benefits are important to employees.
			List four expenses that are related to employment.
22.			Expense Number 1.
23.			Expense Number 2.
24.			Expense Number 3.
25.			Expense Number 4.
			TOTAL

NAME ____________________________________

Carla Gets a Job

Carla Williams was looking for a part-time job. She heard that Runaway Sports Shop needed someone to work evenings and weekends. Carla talked to the store's owner, Mr. Swift. He told her about the pay and the hours for the job. The job sounded good to Carla so she decided to work for Mr. Swift.

The day Carla started her job, Mr. Swift showed her how to use the time clock. "Many stores, offices, and factories have time clocks," Mr. Swift said. "A time clock makes it easy to keep a record of the hours you work. You stamp your time card in the clock when you start work. You stamp it again when you stop work. The time card shows the hours you worked."



Here is Carla's time card for the first week she worked. From Monday through Friday, Carla worked evenings from 5:00 P.M. to 9:00 P.M. On Saturday, she worked from 9:00 A.M. to 6:00 P.M., with 1 hour off for lunch. Write on Carla's time card the number of hours she worked each day. Then add to find the total number of hours she worked that week.

1.

DAY	A.M.		P.M.		HOURS
	IN	OUT	IN	OUT	
Sunday					
Monday			5:00	9:00	
Tuesday			5:00	9:00	
Wednesday			5:00	9:00	
Thursday			5:00	9:00	
Friday			5:00	9:00	
Saturday	9:00	12:00	1:00	6:00	
				Total Hours	

From Working Makes Sense, by Charles Kahn, 1983. Used with permission from David S. Lake Publishers, Belmont, CA.

Carla did not always work the same number of hours each week. Here are Carla's time cards for the next two weeks. Write the number of hours Carla worked each day on her time card. Then add to find the total number of hours she worked each week.

2.

DAY	A.M.		P.M.		HOURS
	IN	OUT	IN	OUT	
Sunday					
Monday			5:00	9:00	
Tuesday			5:00	8:30	
Wednesday			5:00	9:00	
Thursday			5:00	8:30	
Friday			5:00	9:00	
Saturday	9:00	12:00	1:00	5:00	
				Total Hours	

3.

DAY	A.M.		P.M.		HOURS
	IN	OUT	IN	OUT	
Sunday					
Monday			5:00	8:00	
Tuesday			5:00	9:00	
Wednesday			5:00	8:30	
Thursday			5:00	9:00	
Friday			5:00	9:00	
Saturday	9:00	1:00	2:00	5:30	
				Total Hours	

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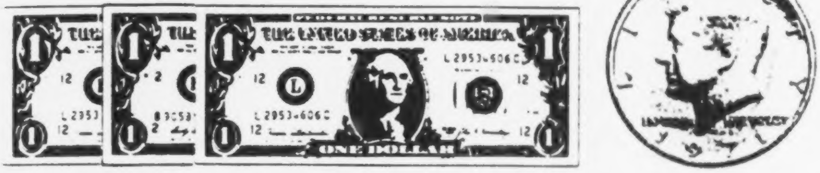
NAME ______________________________

Earning Money

Each week, Carla added up the hours on her time card. She used the total number of hours to figure out how much money she earned that week.

First she wrote down how much money she earned an hour. Mr. Swift paid her $3.50 an hour. For every hour she worked, she earned:



Then she multiplied that amount by the total number of hours she worked. Here is how she figured her earnings for one week.

$$\begin{array}{rl} \$3.50 & \textbf{amount Carla was paid an hour} \\ \times\ 27 & \textbf{number of hours Carla worked} \\ \hline 2450 & \\ 700 & \\ \hline \$94.50 & \textbf{amount of money Carla earned} \end{array}$$

Use Carla's time cards to figure out how much she earned each week. First figure out the total number of hours she worked. Then multiply the number of hours by the amount she earned each hour — $3.50. (Use the Multiplication Table on page 111 if you need help.) Be sure to put the decimal point in the right place in your answers.

1.

DAY	A.M.		P.M.		HOURS
	IN	OUT	IN	OUT	
Sunday					
Monday			5:00	9:00	
Tuesday			5:00	8:00	
Wednesday			5:00	8:30	
Thursday			5:00	9:00	
Friday			5:00	8:30	
Saturday	10:00	12:30	1:30	6:00	
				Total Hours	

Amount of money Carla earned: ____________

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NAME ______________________________

Working Overtime

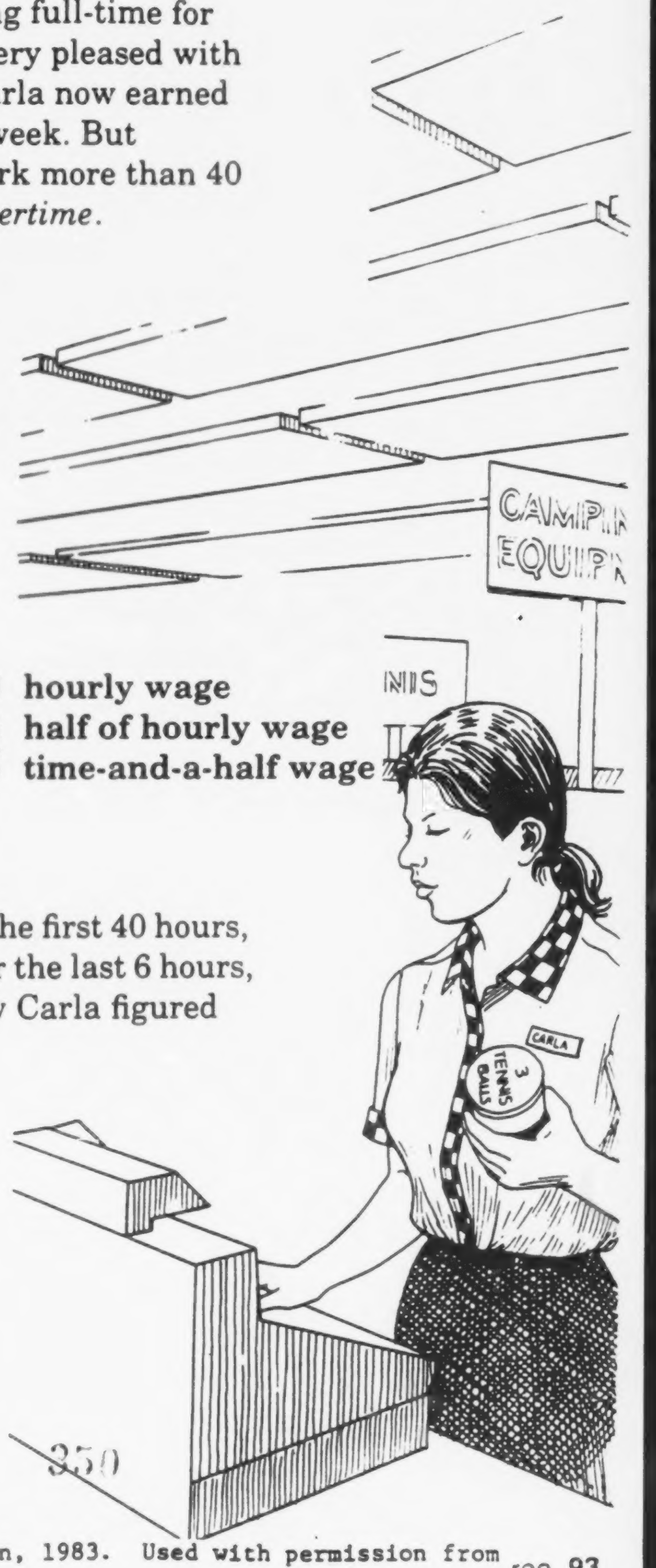
In June, Carla Williams started working full-time for Runaway Sports Shop. Mr. Swift was very pleased with Carla's work, so he gave her a raise. Carla now earned $3.90 an hour. She worked 40 hours a week. But sometimes Mr. Swift asked Carla to work more than 40 hours a week. This is called working *overtime*.

For every hour over 40 that Carla worked in a week, Mr. Swift paid her *time and a half*. Time and a half means that for every hour Carla worked overtime, she earned her regular hourly wage plus half that amount.

Here is how Carla figured how much she earned an hour at time and a half.

$1.95	**half of hourly wage**
2)$3.90	**hourly wage**

$3.90	**hourly wage**
+ 1.95	**half of hourly wage**
$5.85	**time-and-a-half wage**



One week, Carla worked 46 hours. For the first 40 hours, she earned her regular hourly wage. For the last 6 hours, she earned time and a half. Here is how Carla figured how much she earned for the week.

$3.90	**hourly wage**
× 40	**regular hours worked**
$156.00	**regular wages**

$5.85	**time-and-a-half wage**
× 6	**overtime hours worked**
$35.10	**time-and-a-half wages**

$156.00	**regular wages**
+ 35.10	**time-and-a-half wages**
$191.10	**total wages**

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Another week, Carla worked 43 hours. Answer these questions about how much she earned that week. Remember, Carla's regular hourly wage is $3.90.

1. How many hours did Carla work at her regular hourly wage? ____________

2. How much did Carla earn at her regular wage? ____________

3. How many hours overtime did Carla work? ____________

4. How much did Carla earn at the time-and-a-half wage? ____________

5. How much did Carla earn altogether for 43 hours' work? ____________

LEWIS
LEWIS
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TENNIS BALLS OIS

One week, Runaway Sports Shop had a big sale. The store was very busy, so Carla worked overtime. That week, Carla worked 48 hours. Answer these questions about how much she earned that week.

6. How many hours did Carla work at her regular hourly wage? ____________

7. How much did Carla earn at her regular wage? ____________

8. How many hours overtime did Carla work? ____________

9. How much did Carla earn at the time-and-a-half wage? ____________

10. How much did Carla earn altogether for 48 hours' work? ____________

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Handout: Fringe Benefits

Fringe benefits are the advantages or extras that a person gets on the job beside his/her regular wages or salary. Although some fringe benefits may not increase the amount of money a worker takes home, they are a very important part of what a person earns or what he has left to spend.

When looking for a job you should consider the fringe benefits as well as the wages or salary. Two companies that pay the same wages may not give equal fringe benefits. Many things that are offered as fringe benefits are extras that the average worker may want. If you do not get them as a fringe benefit, you may have to buy them with money from your earnings.

Three Common Benefits

1. Social Security

Social security benefits are paid to workers when they retire or become disabled. They are also paid to a worker's family if he/she dies. One-half of the cost of social security is paid by the employer and one-half by the worker. The workers share is deducted from his/her gross or total earnings.

2. Unemployment Compensation Insurance

Unemployment compensation is money that a worker can receive when he/she loses his/her job and is unable to find another one. There is a limit to the amount of money the worker can receive and the length of time he can receive it.

Not all companies and employers are required to carry unemployment insurance. Since the state laws vary, it is a good idea to know the law in the state where a person works. In Virginia, the employer pays for Unemployment Compensation Insurance.

3. Workmen's Compensation

Workmen's compensation is money that is paid to the worker if he/she is injured or suffers illness because of the job. It is important to remember that the illness or injury must be caused by the job. For example, a person who drops a typewriter on his/her foot at work would have his doctor and hospital bill paid. The employee would also receive a weekly payment until he/she was well enough to return to work. A person getting sick with the flu while on the job would not receive money. In this case, the illness was not caused by the work. Workmen's compensation also covers death benefits to dependents of workers who die because of an illness or injury caused by the job.

The cost of Workmen's Compensation is paid for by the employer.

Other Employer Benefits

1. Insurance

Probably the most common type of insurance fringe benefit is hospital and medical insurance. This insurance pays doctor and hospital bills if the worker or his dependents are ill or injured. Some companies pay all of the insurance premiums. Many companies pay a part of the premium and the employee pays a part. The worker's part will be deducted from his/her earnings. Hospital and medical insurance is an important fringe benefit because the employee will need to buy it if the company does not provide it. This type of insurance costs more if you buy it yourself. Medical costs today are rising faster than many items in our economy. It is important that a person have some type of hospital and medical insurance. Some employers may provide life insurance coverage or will pay for part of this coverage, with the employee paying the other part.

2. Time Off

Some employers give time off with pay for many reasons. Others may give no time off with pay. Many employers offer paid vacations with the length of vacation time dependent on the length of time the employee has been on the job. For example, the first year on the job, the worker may only get one week of vacation, while after ten years he/she may get three weeks off.

The holidays that employees usually are given in Virginia are New Years Day, Lee-Jackson-King Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.

Paid sick leave is an important benefit. The amount of sick leave offered varies with the employer. Many give one day of sick leave per month (12 per year).

If the worker does not use all his sick days during the year they may build up so he/she may get more days off in future years. For example, an employer may give twelve days sick leave per year. If the employee is not sick any days the first year, he/she will have twenty-four days the second year.

Some employers may also give time off with pay so that the employee may attend funerals or take part in military training. The worker may also receive a certain number of days off if there is a serious illness in his/her family.

Time off with pay is an important fringe benefit. It could amount to a big difference in the worker's earnings during his/her lifetime.

3. Retirement Benefits

Many employers have some type of retirement program or pension plan for their employees. At retirement, the employee receives a check each month in addition to his/her social security check. The amount of the pension check will depend on how long the employee worked for the company and the amount that was placed into the retirement fund. Some companies pay the whole cost of the pension plan, while in other companies both the company and the worker each pay a part. When the employee pays a part of the cost, it is deducted from his/her earnings.

4. Discount and Services

Many times when a person works in a store, he/she may be able to buy things at ten to twenty percent less than the store's customers pay. For example, a person working in a record store may get one ($1.00) dollar off when he/she buys a ten ($10.00) dollar tape. Some restaurant workers get free meals, while others pay less than regular prices for their meals. Employers in a theatre may get free or reduced admission to movies.

Some companies provide uniforms or safety clothes for employees. Other companies require that the worker buy his/her own safety clothes or uniforms.

The Importance of Fringe Benefits

It should be remembered that in today's world a person needs certain benefits and services. Fringe benefits like insurance, time off, pension benefits, and discounts are important and worth money. If the employer does not pay for all or part of these benefits or services, the worker may have to buy them from someone and pay all the cost. When this happens, the worker must spend some of his/her paycheck for these benefits or services. Therefore, if they are supplied by the employer, the worker has gained something even if they are not a part of his/her regular pay.

VI. D. 2 Name ______________________

Activity: FRINGE BENEFITS

Directions: Match the benefit in Column 1 with the reason for the benefit in Column 2.

Column 1

______ 1. discount

______ 2. pension

______ 3. time off with pay

______ 4. sick leave with pay

______ 5. social security

Column 2

A. worker has two weeks vacation

B. worker is in hospital with shoulder he/she injured at home

C. employee pays less for shirt he/she buys

D. retirement check from company retirement plan

E. retirement check from the government

Directions: Match the benefit in Column 1 with the reason for the benefit in Column 2.

Column 1

______ 1. workmen's compensation

______ 2. unemployment compensation

______ 3. year-end bonus

______ 4. life insurance

______ 5. hospital insurance

Column 2

A. worker falls down the stairs while at work and cannot work

B. family receives money when person dies

C. worker cannot find a job after being laid off

D. employee cannot work due to bad cold

E. employer gives fifty ($50) dollar gift to the employee

NAME ____________________

Deductions

Carla Williams worked 28 hours her first week at Runaway Sports Shop. She earned $3.50 an hour. So she figured she had earned $98.00.

$ 3.50	**hourly wage**
× 28	**hours worked**
2800	
700	
$98.00	**earnings**

But when Carla got her paycheck, she saw that it was made out for only $79.22. Carla asked Mr. Swift why she did not get all the money she had earned. Mr. Swift told Carla that four *deductions* had been taken from her paycheck. The amount of money of each deduction was listed on her paycheck.

DEDUCTIONS

GROSS WAGES	FEDERAL INCOME TAX	STATE INCOME TAX	FICA	SDI	NET WAGES
$98.00	$10.50	$.90	$6.60	$.78	$79.22

Mr. Swift explained each thing listed on the paycheck.

Gross wages	This is the amount you earn before any deductions.
Federal income tax	This deduction is used to help run the federal government.
State income tax	This deduction is used to help run your state government.
FICA	(Federal Insurance Contributions Act) The federal government uses the money from FICA deductions for your Social Security payments. If you stop working after age 62, you are sent a Social Security check every month.
SDI	(State Disability Insurance) When you can't work because you are sick or hurt, the money from this deduction will help you until you are able to work again.
Net wages	This is the amount you take home after all deductions have been subtracted from your earnings. This amount is also called *take-home pay*.

From Working Makes Sense, by Charles Kahn, 1983. Used with permission from David S. Lake Publishers, Belmont, CA.

Name ______________________

Worksheet: EXPENSES ASSOCIATED WITH EMPLOYMENT

Directions: Match these personal expenses in Column 1 with the correct category from Column 2. The answers in Column 2 can be used more than once.

Column 1

______ 1. Mary has a job as a Dental Assistant. She must wear all white clothing.

______ 2. Ed has a job offer from a machine shop. Everyone working there must furnish their own instruments.

______ 3. Paul is taking a job that is not on a regular bus route.

______ 4. Jennifer's co-workers go out to lunch at fast food places every day. She wants to fit in with them and be popular.

______ 5. Anne is a single mother. If she had a job she could support herself and her baby.

______ 6. In the office where Ted works all the men are expected to wear a shirt and tie to work.

______ 7. Roger cuts the grass at a golf course. His boss does not furnish eye goggles, but Roger thinks they are necessary.

______ 8. Martha has a job in a school cafeteria. After serving lunch, employees can eat there for free.

Column 2

a. clothes

b. uniforms

c. safety clothing or equipment

d. transportation

e. food (eating lunch out, etc.)

f. child care

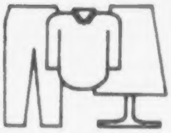
g. tools, equipment

VI. D. 4

SAVING MONEY ON WORK RELATED EXPENSES

Here are some ways workers can save money. Can you think of more? Write your ideas on the lines provided.

CLOTHES



- Dressy clothes are usually more expensive than casual and dry cleaning might be necessary.
- In certain jobs clothes might become damaged on the job (getting ink on clothes, ripping clothes on equipment).
- ____

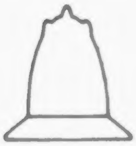
____

UNIFORMS

- If the employer will furnish uniforms it will save the employee.
- However, if you do have to buy your own, it is still less expensive than buying a great many of nice clothes for work.
- ____

____

SAFETY CLOTHING OR EQUIPMENT



- The employer should furnish safety equipment and clothing if it is necessary for the job.
- However, even if you have to pay for your own it is cheaper than paying for an injury.
- ____

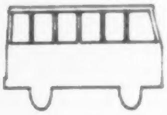
____

SAVING MONEY ON WORK RELATED EXPENSES

TRANSPORTATION

- Sharing rides with others where you work saves money, or sharing with other members of your family.
- Parking in a pay lot in a large city is expensive.
- Using city buses is cheaper than operating your own car.
- ______________________________

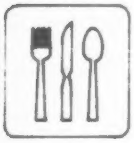
____



FOOD

- Bring your lunch to work, if possible.
- Fringe benefits with some jobs include reduced cost on meals (hospitals, cafeterias, restaurants).
- ______________________________

____



CHILD CARE

- Cut-rate child care prices usually mean cut-rate quality of care for the child. Considering that the welfare of the child is at stake, this is not a good way to save money.
- With older children, work during the time they are in school to minimize costs.
- ______________________________

____

TOOLS/EQUIPMENT

- If you must furnish your own tools or equipment, be sure to permanently label them to prevent loss.
- ______________________________

____

VI. D Name ______________________

Activity: VOCABULARY MATCHING

FINANCIAL ASPECTS OF EMPLOYMENT

Directions: Match the words in Column 1 with the best meaning from Column 2.

Column 1

______ 1. fringe benefits

______ 2. unemployment

______ 3. compensation

______ 4. net pay

______ 5. vacation

______ 6. medical insurance

______ 7. pension

______ 8. gross pay

______ 9. bonus

______ 10. discount

Column 2

A. money payment in case of loss, accident, or death

B. retirement income

C. pay before deductions are taken off

D. a regular payment to a person that is not wages

E. time off from work

F. something extra over what is due; extra pay for doing good work

G. having no job or work

H. pay after deductions are taken out

I. to take off a certain amount from the price

J. a provision to pay doctor or hospital expense

VII
CLOTHING SELECTION AND CARE
Introduction

The purpose of this chapter is to teach students to select and care for their own clothing.

Appearance and clothing are extremely important aspects of everyday life. It is important for students to dress attractively not only for social acceptance but, also to raise their own level of self-esteem. Appearance is also extremely important in obtaining and keeping employment.

Students with physical disabilities may not be aware of the variety of clothing that is made specifically for them. Not only can clothing tailored to accommodate wheelchair users, it can also be adapted for those with low dexterity and coordination. Purchasing and caring for clothing is a major component of an independent lifestyle.

FIELD TESTING RESULTS

Chapter VII, Clothing Selection and Care, was field tested in a Vocational Home Economics course for Special Education students who are multi-handicapped.

The most useful parts of this chapter were the activities on laundering clothes. The students in this class were all very dependent on family members and these activities were mentioned by the pilot teacher as being something to which the students could relate at this time. The disabled students in this class lacked the manual dexterity for hand sewing activities.

Although this chapter has information and activities on clothing alterations for persons in wheelchairs, it was not used because the teacher stated that she feared embarrassment for the students. This indicates the need for involving a peer counselor who has the knowledge and experience to address such concerns. The peer counselor was not involved with this unit.

DRAFT

CLOTHING SELECTION AND CARE

A. Competency: Select personal clothing suitable for employment.

Performance Objective:

Given fifteen (15) situations requiring clothing selection, match the situation to the appropriate clothing. Ten of the situations must be matched correctly.

-See Appendix for Evaluation, "Choosing Appropriate Clothing."

1. Enabling Objective: Identify and analyze clothing needs.

Content:

The activities for clothing selection should have an employment emphasis. How one is dressed is not only important for a job interview but appropriate clothing must be worn on the job as well. While these principles of clothing selection are applicable to all clothing, current fashion, peer influence and cost dictate the clothing purchases of most students.

Planning Your Clothing Purchases

1.) Analyze your activities in relation to clothing needs.

  - What type of clothes do you need, casual or dressy?
  - Which do you need most often?

2.) Be aware of the clothes you already have.

  - You do not want to duplicate something you already own.
  - Plan new purchases to go with existing clothes to extend your wardrobe.

3.) Consider the climate in your area.

  - Is a heavy winter coat necessary if it does not get very cold?
  - Do you need boots if there is not much snow?
  - Can a rain coat do double duty as a light-weight all-weather coat?

Ways To Extend Your Wardrobe

1.) Choose fabrics that can be worn more than one season.

  - Many synthetic blends, light-weight knits, and other medium-weight fabrics can be worn more than one season.

  - Very heavy or extremely thin, light-weight fabrics are worn for only one season.

2.) Colors can extend the wardrobe.

  - The wardrobe should be color-coordinated for the maximum number of "go-togethers."

  - There should be one or two basic colors to work around.

  - Plain colors, without pattern, go with more things than do stripes, plaids or prints.

  - People do not tire of neutral or lower intensity colors as quickly as they do with bright, high intensity colors.

3.) Choose styles that are not extreme.

  - Many styles are "in" for only a short while.

  - Be sure that your wardrobe contains basic styles that last longer.

The activities can be done in any order.

Activities:

o Students complete activity, Part One, on inventory of clothing.

-See Appendix for "Clothing Inventory/Clothing Purchase Plan."

o Students complete the activity sheets on selecting clothing according to one's activities and according to local climate.

-See Appendix for, "Selecting Clothing For My Daily Activities," and "Clothing Selection and Climate."

- Students choose clothing from magazines or catalogs based on:

  a. their activities and lifestyle.

  b. local climate

  c. a central color scheme

  d. other clothes they already have

- Students complete Part Two, of "Clothing Inventory/Clothing Purchase Plan."

- Collect fabric samples to be used:

  a. to show the difference in heavy, medium, or lightweight fabrics.

  b. to illustrate how weave structure affects the durability and comfort of a fabric.

  c. to show color combinations, choosing clothing with a basic color in mind.

  d. for fabric identification in future lessons.

  Ask students or faculty to contribute fabric from sewing projects. Many times fabric stores will contribute remnants.

- Some department stores will provide guest speakers to talk about clothing selection. Make arrangements well in advance and aim for a slack time of business activity such as February - April.

o Make a bulletin board display to illustrate any of the following principles of clothing selection:

  a. Choose styles that are not extreme.

  b. Color can extend the wardrobe.

  c. Choose fabrics that can be worn for more than one season.

2. Enabling Objective: Describe successful methods to use in buying clothes.

Content:

The handout covers the following techniques of shopping for clothing.

- Do not rush
- Try on clothes
- Read labels
- Look for signs of good workmanship in the garment
- Compare values with other stores
- Try to buy on sale
- Investigate the store's policy on merchandise returns.

Department stores such as Montgomery Ward, Leggett-Belk, and Penneys are often able to send a representative to speak to a class. This varies from store to store and arrangements must be made much in advance. Avoid peak times of the year. From February - April is a time of lower sales activity in many stores.

Activities:

o Discuss methods to use when shopping for clothes.

  -See Appendix for Handout, "How To Shop For Clothes."

- Look through newspaper ads for clothing. Use the ads for comparison shopping.

- Take a field trip to a department store, discount store and/or clothing specialty shop. Look for signs of good workmanship in clothing. Notice which articles are on sale. Read clothing care labels.

or,

- Invite a representative from a department store to class to address the topic of making wise clothing purchases.

- Use actual garments to illustrate signs of good workmanship in clothing.

3. Enabling Objective: Recognize and identify fabrics from which clothing is made.

Content:

The handout, "Fabrics For Clothing," gives the following information:

- the structure of fabric - woven or knitted
- description of man-made and natural fibers with general care instructions

The handout, "Special Fabric Finishes" lists and explains the purpose of common finishes for new fabrics.

Have samples of all the fabrics mentioned in the handout as well as samples for the exercise on analyzing fabric structure. Staple the samples of man-made and natural fabrics onto a piece of stiff paper. Label each sample. Samples should be almost as large as this page so that students can easily feel each fabric. Fabric stores will often donate unwanted remnants for this cause. Virtually all new fabrics have many of the fabric finishes discussed here.

Activities:

- o Discuss fabrics for clothing. Use fabric samples and the handout.

  Students identify the fabrics in the clothes they are wearing and tell whether their fabrics are natural or manmade.

  -See Appendix for handout, "Fabrics For Clothing."

- o Discuss the structure of fabric.

  Distribute a sample of a woven and a knitted fabric to each student. Students distinguish knits from wovens by stretching, or unraveling fabrics.

  -Use same handout as above.

- o Discuss finishes applied to fabrics and why consumers want these finishes. Use fabric samples to illustrate these finishes.

  -See Appendix for handout, "Special Fabric Finishes."

B. Competency: Identify clothing modifications for physically disabled persons.

Performance Objective:

Placed in a student/teacher interview, list clothing modifications adapted to one's own functional limitations. Students must complete questionnaire on clothing modifications to teacher satisfaction.

-See Appendix for Evaluation, "Clothing Modifications Questionnaire."

Content:

This competency is appropriate for students with physical limitations.

Carefully designed clothing can encourage independence in dressing, promote safety, increase the adjustment to physical limitations, and heighten self-esteem for disabled students. Clothing plays an important part in meeting the physical, social, and personal needs of all people.

Physical needs are certainly important, but for a teenage student the personal and social needs of confidence, self-enhancement, acceptance, participation, and recognition are even more important.

Therefore, clothing modifications must be more than functional; they must be within the realm of current styles that other young people are wearing.

-See Appendix for resource, "Clothing Suggestions For Functional Limitations."

-See Appendix for a list of vendors, catalogs, and other suggestions for clothing for special needs.

Activities:

o Use handout and discuss ways to make clothing and dressing easier for those with physical limitations. Include:

  - types of openings that make dressing easier
  - features for extra comfort
  - features for easier movement
  - features for easy care and long wear

  -See Appendix for handout, "Clothing For Independence."

o Use catalogs to select clothing that meets criteria for easy dressing and greater independence.

o Students who need additional attention should discuss clothing with a peer counselor. The possibility of a field trip to a clothing store could be explored.

C. Competency: Care for clothing.

Performance Objective:

Given a written or oral evaluation on clothing care, identify appropriate methods of laundering and cleaning clothing and methods of basic clothing alterations. Students must get 18 of 24 responses correct.

-See Appendix for Evaluation, "Caring For Your Clothes."

1. Enabling Objective: Identify correct procedures and products for laundering clothes.

Content:

The following outline contains topics that are covered in the lessons on laundry. The Appendix contains some optional activity sheets which may be used to supplement the lessons. Have actual clothes and use the washer and dryer in the Independent Living classroom to demonstrate.

Have samples of all laundry products discussed. The information given below will be of use to the teacher as background material. Some parts are more technical than is necessary for the lessons on laundry products.

Laundry

I. Sorting clothes

A. By amount of soil and dirt in them

B. By color

C. By fabric - separate delicate items from more durable ones.

D. By surface texture - sort clothes that shed lint (terry) from those that don't. Some man-made napped fabrics are lint catchers.

E. By eliminating any clothes that need to be washed by hand or dry cleaned.

II. Preparing clothes for the laundry

A. Mend rips, tears, loose attachments or anything that needs repairing.

B. Pre-treat stains or spots.

C. Empty pockets or cuffs.

D. Remove pins or ornaments

III. Laundry products and what they do

A. Soaps

- very few brands of true soap exist on the market today
- only cleans well in soft water
- will leave a curd or scum that sticks to fabrics and holds in soil if used in hard water

B. Detergent

- cleans better in soft than hard water
- will not leave a curd in hard water
- most are designed for particulate matter as well as oily soil

1. heavy duty: most laundry detergents are this type
2. light - medium duty: liquid type designed for hand washing

C. Water softeners - must be added to the wash and rinse water for best results

1. Tank type: a container holds the softener solution. The tank is attached to hot and cold water lines. Investment in tank is more expensive but these are the least expensive to operate.

   Magnesium and calcium, the minerals which make water hard, are exchanged for sodium in the softener.

2. Packaged Softeners

   a. Non-precipitating: polyphosphates soften the water by preventing the magnesium and calcium ions from reacting with each other. Calgon is this type. Soaking clothes in this type will often help with discolored clothes.

   b. Precipitating - carbonates cause the calcium and magnesium to form insoluble compounds that will wash out of the solution. Washing soda is this type.

D. Bleach

1. Chlorine Bleach

   - most popular, low cost
   - add bleach, diluted with water, a few minutes after the wash cycle starts. This gives the detergent the best opportunity to work first.
   - avoid improper use:

     a. Read clothing labels, Don't use on silk, wool, or spandex.

     b. Undiluted bleach can cause fibers to weaken.

     c. Never soak clothes in bleach longer than 15 minutes.

2. Oxygen Bleach

   - usually safe for all colors and fabrics
   - does not whiten as well as chlorine bleach
   - usually powdered, not liquid

E. Pre-Wash Agents

- usually liquids in an aerosol or pump spray container
- often contain an organic solvent similar to a cleaning fluid to work on oily stains
- liquid laundry detergents used for pre-treatment will often work just as well

F. Pre-Soak Agents

- contain enzymes that are useful in removing protein stains. Clothes need to soak from 30 minutes to overnight
- may also contain an oxygen bleach or other whitening agent

G. Fabric Softener

1.) What they do:

   - increase flexibility of fabric

- act as lubricants to the fibers and yarns within the fabric

- make clothes softer, fluffier, and have fewer wrinkles

- decrease or prevent static

2.) How to use each type:

- dilute the liquid and add it to rinse cycle

- add fabric softener sheets to the dryer

3.) Too much is used if fabric develops a greasy feel, becomes discolored, or is less absorbent. To correct this, wash clothes twice with no fabric softener; then use less fabric softener, thereafter.

Activities:

o Discuss sorting laundry. Students complete Activity sheet or sorting. Sort a load of laundry (actual clothes brought to the classroom).

-See Appendix for Activity, "Sorting Laundry."

o Discuss preparing clothes for laundry and laundry products. Students complete activity sheet on laundry products. Have samples in class of all laundry products. Use the clothes brought to class and make any necessary laundry preparations on them.

-See Appendix for Activity Sheet, "What Am I For?"

o Discuss special laundry problems and stain removal. If there is evidence of any of these problems or stains on the clothing brought to class, use the appropriate method in the handouts. These handouts should be given to each student.

-See Appendix for, "Special Laundry Problems," and "Guide for Removing Stains."

- o Students act out parts in the skit, "A Soap Opera," to illustrate the following laundry principles:

  - using proper detergent
  - sorting clothes
  - preparing clothes
  - loading washer
  - using correct washing procedure
  - using correct drying procedure

  -See Appendix for Skit, "A Soap Opera."

2. Enabling Objective: Perform minor alterations to clothes.

Content:

Sewing equipment and supplies needed:

- scissors, shears, finishing shears
- needles, thread, needle threader
- tape measure
- iron, ironing board
- sewing machine
- seam gauge, 6" ruler
- hem tape
- buttons, snaps, hooks
- pressure tape (velcro)
- garments to mend
- sewing pins

The following alterations are covered:

- hemming
- taking in and letting out garments
- attaching closures: buttons, snaps, hooks and pressure tape

Activities:

- o To help assess sewing experience, give questionnaire on clothing alterations. NOTE: checking an item does not prove accomplishment of that task. The questionnaire is not to be used as a pre-test.

  -See Appendix for, "Clothing Alterations Questionnaire."

- Demonstrate sewing equipment. Use activity, "Tools For Sewing" on the overhead projector and have a display of the sewing equipment and supplies.

  -See Appendix for Activity, "Tools For Sewing."

- Students bring in a garment that needs one of the following alterations:

  - attach a closure - button, snap, hook
  - attach pressure tape
  - hem or re-hem a garment
  - take in or let out a side seam

  Discuss all of these alterations.

  -See Appendix for Handout, "Simple Clothing Alterations."

- Discuss safe and proper use of the sewing machine for those alterations which need to be done by machine.

VII,A.

STUDENT ______________________

DATE ______________________

SCORE ______________________

Evaluation: CHOOSING APPROPRIATE CLOTHING

Directions: For each occasion, choose the appropriate clothing. The appropriate clothing responses may be used more than once.

OCCASIONS

_____ 1. School

_____ 2. Church

_____ 3. Beach

_____ 4. Going to a funeral

_____ 5. Shopping at mall

_____ 6. Eat dinner at nice restaurant

_____ 7. Amusement park

_____ 8. Job interview

_____ 9. Selling job in department store

_____ 10. Job in a hospital

_____ 11. Job in a day care center

_____ 12. Job in fast food restaurant

_____ 13. Job in an office

_____ 14. Job doing yard work

_____ 15. Job stocking shelves in a store

APPROPRIATE CLOTHING

a. Good suit or a nice dress

b. (Boys) slacks, shirt.
(Girls) skirt or slacks, blouse

c. Jeans

d. Slacks, shirts (neat-looking comfortable clothes)

e. White uniform

f. Work uniform

g. (Boys) shirt, tie, slacks
(Girls) skirt, blouse, or dress

h. bathing suit

i. shorts or slacks, shirt

VII,A Activity

Name ____________________

CLOTHING INVENTORY

(Part 1)

Directions

Mark the appropriate column for the clothes you already have. If you have more than one of any item, write the number that you have.

CLOTHING PURCHASE PLAN

(Part 2)

Directions

Do not do this part until your teacher gives you directions, then mark accordingly.

VII.15

Item of Clothing	Wear Often	Wear Occasionally	Seldom Wear	Something I Plan To Buy	Comments
Shirts/Blouses long sleeves:					
white					
blue					
yellow					
pink					
green					
brown					
plaid					
print					
other:					
Shirts/Blouses short sleeves:					
white					
blue					
yellow					
pink					
green					
brown					
plaid					
print					
other:					

CLOTHING INVENTORY (Part 1)				CLOTHING PURCHASE PLAN (Part 2)	
Item of Clothing	Wear Often	Wear Occasionally	Seldom Wear	Something I Plan To Buy	Comments
Slacks					
black					
brown					
navy					
medium blue					
green					
white					
tan					
red					
grey					
plaid					
stripe/print					
other:					
Skirt					
black					
brown					
navy					
medium blue					
green					
white					
tan					
red					
grey					
plaid					
stripe/print					
other:					

CLOTHING INVENTORY (Part 1)				CLOTHING PURCHASE PLAN (Part 2)	
Item of Clothing	Wear Often	Wear Occasionally	Seldom Wear	Something I Plan To Buy	Comments
Dresses					
black					
brown					
navy					
medium blue					
green					
white					
tan					
red					
grey					
plaid					
stripe/print					
other:					
Jackets/Coats					
long winter coat					
warm winter jacket					
trench coat					
rain coat/parka					
light-weight jacket					
short-length coat					
other:					
Other:					

VII,A.

SELECTING CLOTHING FOR MY DAILY ACTIVITIES

Directions:

Pretend you are buying an entire new wardrobe. Check off the activities that you usually do. Check off the clothing that fits the activities. Can you find pictures from magazines or catalogs of the clothing you selected?

Activities

______ go to school

______ have an after school job

______ go to church on Sundays

______ go to the beach

______ participate in sports, such as softball, soccer, etc.

______ attend sporting events

______ ride horses

______ help with farm work or yard work

______ get together with friends

______ go to Mall

______ visit relatives

______ help with house work

______ help care for young children

______ go to school dances

Clothing Needed

______ suit

______ "dressy" dresses

______ shorts

______ tee-shirts

______ jeans

______ slacks

______ skirts

______ blouses

______ sweater

______ tuxedo

______ formal dresses

______ bathing suit

VII,A.

CLOTHING SELECTION AND CLIMATE

Directions:

Select the weather and climate that describes the area where you live. Check those which apply.

Select the clothing that is best for your climate. Mark the appropriate blanks.

Summer

______ very hot

______ ranging from warm - hot

______ warm, not hot

Winter

______ much snow, very cold

______ some snow, cold

______ seldom any snow, mild temperature

Spring

______ rainy and cool

______ warm temperatures, mostly sunny

Fall

______ warm, though not as warm as summer

______ cool weather

______ cool, like an early winter

______ light-weight winter coat

______ heavy coat

______ heavy warm slacks

______ boots for snow

______ heavy wool skirts

______ dressy winter coat

______ ski-type winter clothing

______ very warm sweater

______ light-weight sweaters

______ trench coat

______ rain coat

______ cool shirts/blouses

______ shorts

______ cool dresses

______ tee-shirts

______ suits for summer

VII,A.,2.

Handout

HOW TO SHOP FOR CLOTHES

To get the most for your money, remember the following:

1. Do not rush.

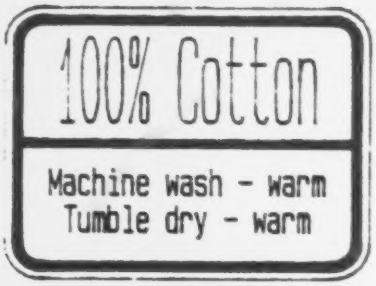
   Shop when you have plenty of time to compare from one store to another or several areas within a store. Don't make hasty decisions or buy in a hurry. Don't let sales people rush you. Resist pressure to buy something if you haven't had time to make a decision.

2. Try on clothes.

   See if the garment fits properly and if it looks all right on you. Sizes are not the same from one item to the next. You may need a different size than you think. Move around when you have the clothes on--sit, stand, stretch, bend over--to see if the garment is really comfortable. Don't buy clothes that are skin-tight; they might shrink when washed. Be sure to ask the sales people for help if you need it.

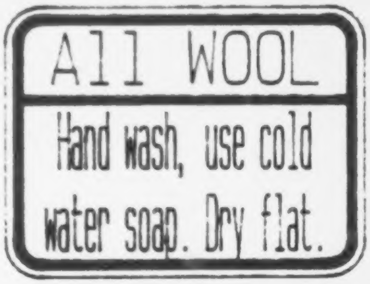
3. Read labels carefully.

   Inside the garment, and sometimes on a hang tag, are labels that tell the name of the fabric and how to care for it.



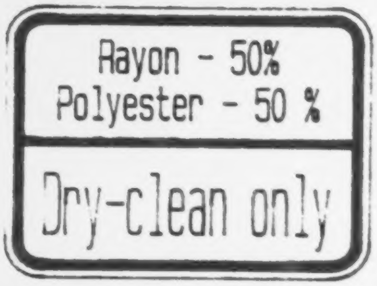
100% Cotton

Machine wash - warm
Tumble dry - warm



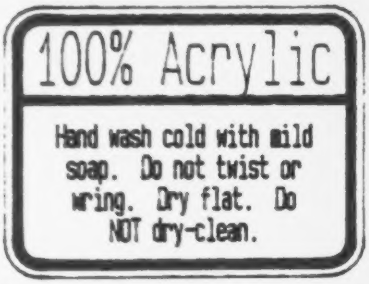
All WOOL

Hand wash, use cold water soap. Dry flat.



Rayon - 50%
Polyester - 50 %

Dry-clean only



100% Acrylic

Hand wash cold with mild soap. Do not twist or wring. Dry flat. Do NOT dry-clean.

When reading the label consider which garment is easiest to care for and which will cost you more to clean it.

4. Look for signs of good workmanship:

   a. reinforced stitching at points of strain such as pockets, knees, and elbows.

   b. buttons and buttonholes that are well-matched, well-placed, and are firmly stitched.

   c. stitching that is straight, neat, secure, close and properly colored.

   d. seams and hems which are even, flat, and secure with room for alterations.

   e. fabric that is cut with the grain of the weave or knit.

   f. designs (or plaids) matched at the seams.

   g. zippers that work easily, are well-placed, covered, and securely attached.

   h. linings and paddings properly placed and made of the right material.

5. Compare values with other stores.

   Two or more stores may have the same item at different prices. Look around before you buy. Middle price clothes are often a better buy in the long run. Low price clothes are poorly made and high price clothes do not always give extra wear for the extra price. Do not skimp on really important things (like shoes) or clothes that you'll wear a lot.

6. Try to buy on sale.

   Nowadays stores have sales at several holidays throughout the year. You can often buy in-season clothes on sale but at the end of a season the bargains are even larger. Clothing is more expensive when it is brought out just before the season starts: for example, spring clothing that is for sale in February.

7. Investigate the store's policy on merchandise returns.

   Always ask about this before you buy. A reputable store will allow returns for good reasons (for example, if you discover a defect in the item later). Some stores have a return-policy of giving a credit voucher (which must be used on merchandise in the store) rather than cash.

VII,A.,3.

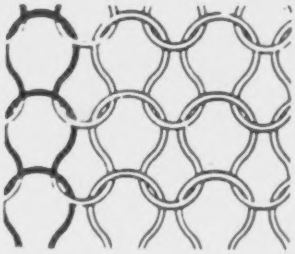
Handout

FABRICS FOR CLOTHING

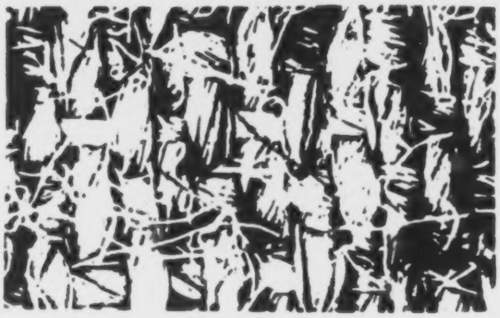
Part 1:

The Structure of Fabric

Fabric is made by knitting (yarns are hooked and looped through each other), or by weaving (yarns cross over and under each other).



Knitted Fabric



Woven Fabric

Comparison

Knits	Wovens
Uses:	Uses:
sweaters	shirts
tee-shirts	blouses
sweat shirts	skirts
hosiery	coats
underwear	pants

Many clothes - shirts, blouses, skirts, pants, coats, etc., can be knit or woven.

Characteristics:	Characteristics
flexible	produces a strong fabric
stretches	fabrics keep their shape
will snag	flat and smooth
does not wrinkle	does not snag
shapes to the body without binding	

A good way to learn about the structure of fabric is to tear apart a small piece. Use a small square about 2 inches in size of an old sweater or wool skirt. It will be easier if it is a loose weave or loose knit. You will see the yarn which makes up the fabric. If you untwist the yarn, you will see the fibers.

Fibers are the smallest part of fabric. They are twisted or spun together to make yarn.

Yarn is made into fabric by the knitting or weaving process.

Handout

FABRICS FOR CLOTHING

Part 2:

Types of Fibers:

NATURAL FIBERS

NAME	MAJOR CHARACTERISTICS	CARE INSTRUCTIONS
Wool	Wrinkle resistant Keeps its shape Lasts a long time Insulates the body May be blended with other fibers Subject to moth damage and shrinkage if not treated properly	Dry clean Some woolens may be washed by hand in cold water May need pressing or blocking (re-shaped) if hand laundered
Cotton	Very absorbent Soft, cool, smooth Wrinkles easily Easy to launder May be blended with many other fibers	Machine or hand wash Line dry or dryer Ironing or light pressing (depending on finish or blend) needed
Linen	Very absorbent Smooth and crisp Does not lint Launders easily Wrinkles easily	Machine or hand wash Line dry or dryer Ironing or light pressing (depending on finish or blend) needed
Silk	Highly absorbent Does not wrinkle easily Lustrous and strong Usually expensive	Dry clean, unless labeled washable If washed, press when damp

SYNTHETIC (MAN-MADE) FIBERS

NAME	MAJOR CHARACTERISTICS	CARE INSTRUCTIONS
Acetate (Brand Names: Avisco Estron)	Economical Shrink resistant Retains "crispness" Drapes well, luxurious feel and appearance	Usually dry cleaned If laundered at home: - do not soak colored fabrics - use mild, luke-warm suds - do not wring or twist - shake out water. Drip dry - press on wrong side while damp - can be ruined by some perfumes and nail polish removers
Acrylic (Brand Names: Acrilan Creslan Orlon)	Soft Warm Light weight Retains shape, resilient Quick drying Can be made into a light, fluffy construction (sweaters)	Wash by hand Dry flat Sometimes machine washable in warm water. Use fabric softener. Low temperature in dryer Warm iron only
Nylon (Brand Name: Antron Cantrece Qiana)	Exceptionally strong Elastic Smooth Resilient Lustrous Easy to wash	Hand wash Drip dry or dry flat Most items can be machine dried at low temperature Use fabric softener Warm iron only
Polyester (Brand Names: Dacron Fortrel)	Strong Resists stretching and shrinking Resistant to most chemicals Crisp and resilient Wrinkle resistant Retains heat-set creases and pleats Quick drying Easily washed	Hand wash and drip dry Most items can be machine washed in warm water Use fabric softener Remove from dryer promptly Warm iron only

NAME	MAJOR CHARACTERISTICS	CARE INSTRUCTIONS
Rayon (Brand Names: Avisco Chromspun)	Highly absorbant Durable Soft, comfortable Versatile, economical Good drapability	Follow label instructions; Some garments need dry cleaning To launder: - do not soak colored fabric - use mild, luke-warm suds - do not wring or twist - shake out water, drip dry - press, while damp, on wrong side
Spandex (Brand Names: Glospcen Lycra)	Has elasticity and retains its shape Light-weight Strong, durable	Hand or machine wash in warm water Do not use chlorine bleach Drip dry If ironing is needed, use low setting and work quickly

Handout

SPECIAL FABRIC FINISHES

Fabric which has just been woven or knitted is not yet ready to be made into clothing or other items. Newly made fabric is rough, full of blemishes and impurities which were picked up during the manufacturing process. There are many stages and processes involved in finishing a piece of cloth. They convert the limp, dull, lifeless cloth into fabrics which are acceptable to consumers.

NAME OF FINISH	PURPOSE	SPECIAL NOTE
Sizing	Gives the fabric more body	Similar to starch. Semi-permanent When applied, it fills in all the open spaces of the weave
Flame Resistant	Reduces the risk of flamability	Does not make a garment fireproof May not be durable for the life of the garment
Mercerization	Applied to cotton for a stronger, more lustrous fabric which will accept dyes better	
Mildew Resistant	Prevents the growth of mildew and mold on rayon, cotton, linen	Sometimes combined with other finishes such as water repellents
Moth-proofing	A chemical is applied to wool which makes the fiber unfit as food for moth larvae	
Shrinkage Control	Prevents fabrics from shrinking beyond a small percentage	Applied to cotton or rayon Many man-made fibers are heat set and won't shrink

Soil Release	Allows soil to leave the fabric faster; but does not prevent soiling	Applied to cotton/polyester blends
Water-proofing	Fills the pores of the fabric so no water can get through	Produces a stiff fabric that does not breathe
Water Repellent	Fabric resists water. It rolls off before being absorbed	Garments breathe and are more comfortable to wear than waterproof Finish may need to be reapplied
Wrinkle Resistant	Minimizes wrinkles and the need to iron on cotton, linen, rayon, or blends	Creases or pleats are set and cannot be altered

Name ________________________

Evaluation: Clothing Modification Questionnaire

Check the one that applies to you.

______ wheelchair user

______ crutch user

______ brace wearer

______ limited arm, finger, or hand movement

______ visually impaired

______ limited strength

______ limited movement in wheelchair

______ other, Explain

____

____

Have you ever had trouble with clothes because of your disability?

__________ YES __________ NO

Have you ever thought of changing anything on your clothes or anything about the way your clothes are designed to make dressing or movement easier?

__________ YES __________ NO

Answer the suggestions below by putting a check or X in the proper column. Only do the categories that apply to you.

	I USE THIS NOW	I WOULD LIKE TO TRY THIS	I DON'T KNOW IF THIS WOULD WORK FOR ME
1. Wheelchair User			
Moderately full skirts			
Short or 3/4 length sleeves			
Raglan sleeves			
Action pleats in bodice back			
Gathers across bodice back			
Pockets: back pockets unnecessary, consider placement when seated, on pant leg with Velcro flap			
Short jackets; coats cut short in back			

	I USE THIS NOW	I WOULD LIKE TO TRY THIS	I DON'T KNOW IF THIS WOULD WORK FOR ME
1. Wheelchair Users (Continued)			
Two-way jacket zippers			
Back wrap garments			
Two-piece outfits			
Short front crotch length and long back crotch length for pants			
2. Crutch Users			
Long shirt tails or body suit			
Short or 3/4 length sleeves			
Sleeves with gussets or underarm reinforcement			
Lower or loose necklines			
Front opening dresses			
Pockets			
3. Brace Wearers			
Reinforcement at contact areas: iron-on patches, double fabric layers, flat felled seams, double stitched seams			
Firmly woven fabrics (knits may snag)			
Moderately full skirts			
Separates			
Openings with Velcro closures for lock adjustments and bracing			
4. Limited Arm Or Finger Movement			
Raglan or kimono sleeves			
Short or 3/4 length sleeves			
Slip on dresses and shirts			

	I USE THIS NOW	I WOULD LIKE TO TRY THIS	I DON'T KNOW IF THIS WOULD WORK FOR ME
4. Limited Arm or Finger Movement (Cont'd)			
Ease through shoulder and arm area: action pleats, gussets, yokes and gathers			
Wide openings, elasticized waistbands			
Easy-to-reach fasteners			
Easy-to-use fasteners: large buttons with shanks, pre-buttoned cuffs with buttons sewn on with elastic thread, Velcro, elastic shoe laces			
Dressing aids, stocking gutter, button hook, dressing stick, reaching tongs, zipper pull, long handled shoe horn, twill tape loops sewn to socks and pants			
5. Limited Visual Ability			
Mark garments with French knots or Braille tags			
Organize clothes in closet			
Fasten socks together with sock sorter before washing			

CLOTHING SUGGESTIONS
FOR
FUNCTIONAL LIMITATIONS

1. WHEELCHAIR USER

Moderately full skirts
Short or 3/4 length sleeves
Raglan sleeves
Action pleats in bodice back
Gathers across bodice back
Pockets: back pockets unnecessary, consider placement when seated, on pant leg with Velcro flap
Short jackets; coats cut short in back
Two-way jacket zippers
Back wrap garments
Two-piece outfits
Short front crotch length and long back crotch length for pants

2. CRUTCH USERS

Long shirt tails or body suit
Short or 3/4 length sleeves
Sleeves with gussets or underarm reinforcement
Lower or loose necklines
Front opening dresses
Pockets

3. BRACE WEARERS

Reinforcement at contact areas: iron-on patches, double fabric layers, flat felled seams, double stitched seams
Firmly woven fabrics (knits may snag)
Moderately full skirts
Separates
Openings with Velcro closures for lock adjustments and bracing

4. LIMITED ARM OR FINGER MOVEMENT

Raglan or kimono sleeves
Short or 3/4 length sleeves
Slip on dresses and shirts
Ease through shoulder and arm area: action pleats, gussets, yokes and gathers
Wide openings, elasticized waistbands
Easy-to-reach fasteners

4. LIMITED ARM OR FINGER MOVEMENT (Continued)

Easy-to-use fasteners: large buttons with shanks, pre-buttoned cuffs with buttons sewn on with elastic thread, Velcro, elastic shoe laces
Dressing aids, stocking gutter, button hook, dressing stick, reaching tongs, zipper pull, long handled shoe horn, twill tape loops sewn to socks and pants

5. LIMITED VISUAL ABILITY

Mark garments with French knots or Braille tags
Organize clothes in closet
Fasten socks together with sock sorter before washing

VII,B.

Handout

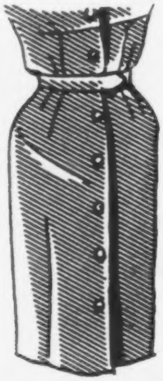
CLOTHING FOR INDEPENDENCE

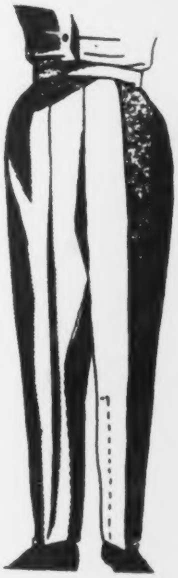
EASY-ON EASY-OFF FEATURES

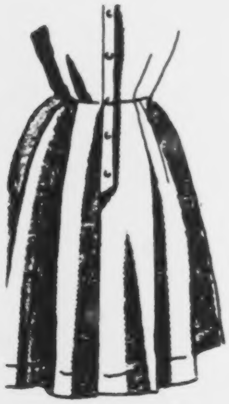
Large garment openings will be convenient and allow you to dress yourself more easily and independently. Openings should be where you can easily reach them and should have fasteners that you can operate.

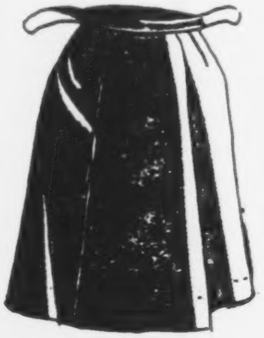
Extra long plackets, zippers, and pressure tape in pant legs and sleeves make dressing easier for brace wearers.

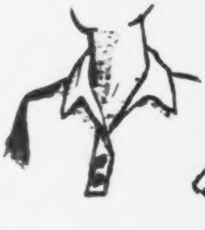
Full-length openings, 3/4 length openings and wrapped style skirts give you freedom of movement while dressing and eliminate reaching over your head--an advantage to those with arm limitations. If you use a wheelchair, slacks with double front openings are a possibility.

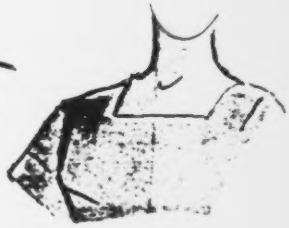




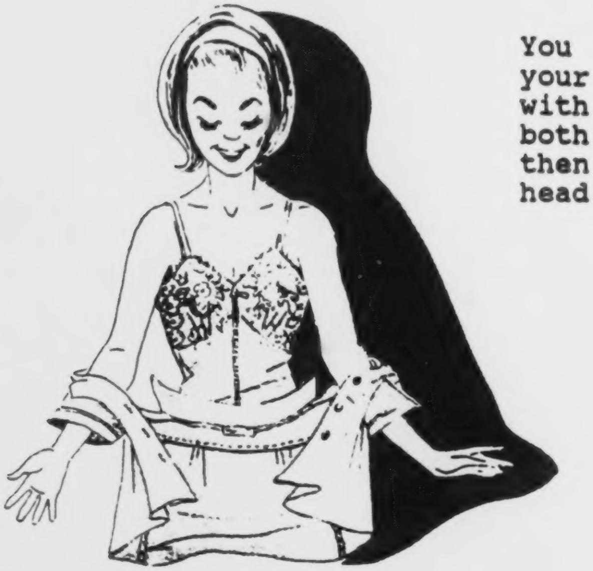




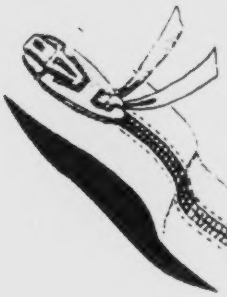


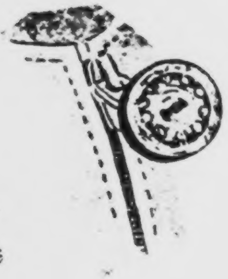


Front openings are easiest to reach. Back openings are usually difficult to reach. If you have good use of only one arm and hand, changing a side opening from left to right may be helpful--or you may want zippers on both sides. If you lack finger coordination, over-the-head openings without fasteners--sweaters, v-necklines--are helpful.

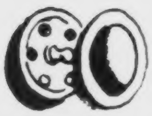


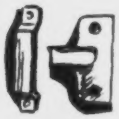
You may have difficulty putting your arms into a shirt or blouse with a front opening. Try putting both arms into the sleeves first--then put the garment on over your head.



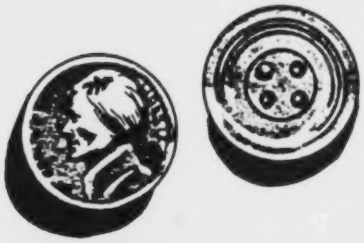


Some features will be easier to manage than others, especially if you have limitations in your fingers and hands. Zippers with big tabs are usually manageable. Add a fabric pull or decorative button to the zipper tab to make it easier to grip.

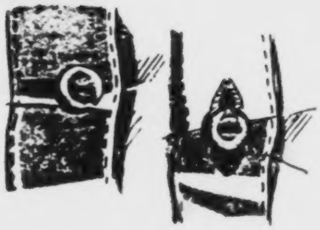




Pressure tape such as Velcro requires little finger and hand coordination. However, this may be difficult to place correctly. Large grippers or hooks-and-bars also work well when hand-finger coordination is limited.



Buttons that are smooth, flat and at least the size of a nickel are easiest to manage. Buttonholes cut in the direction of the pull--horizontally--will help eliminate buttons "popping open."



COMFORT AND FREEDOM OF MOVEMENT FEATURES

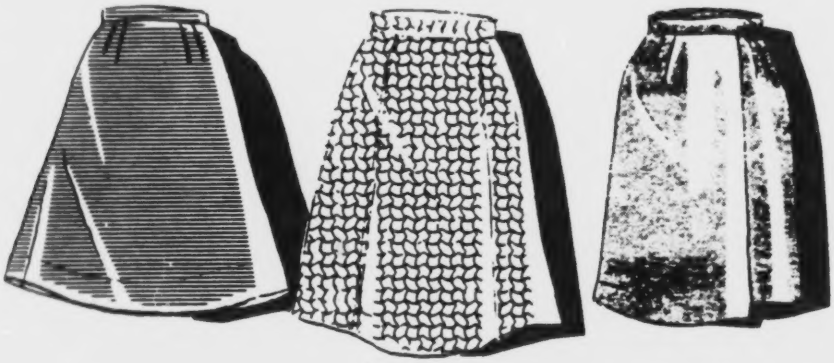
Fabric, fit and styling are the keys to the comfort and freedom of movement you get from your clothes. Choose garments of fabrics that feel comfortable next to your skin. Try stretch and knit fabrics for extra freedom of movement.

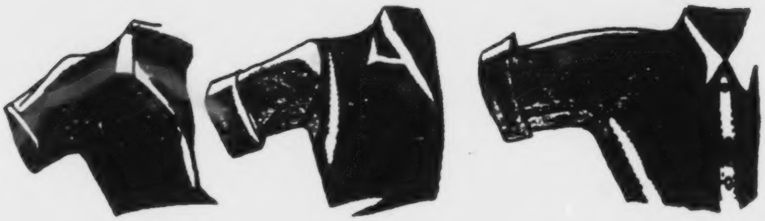
Correct fit is as important to comfort and movement as it is to attractiveness and becomingness. Clothing that is uncomfortably tight--or loose and baggy--interferes with movement.

Shirts worn out eliminate restriction when you reach. They look neat because there are no "shirt tails" to pull out.

A-line, gored, and wrap-around skirt styles give you ease with some fullness. "Running suit" style pants and jackets look neat and the elastic waistlines provide extra "give".

Action pleats in shirt backs and in seams at the waistline, at underarms and at knees in slacks give extra room for moving.

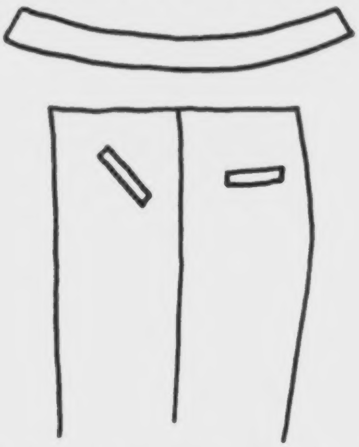




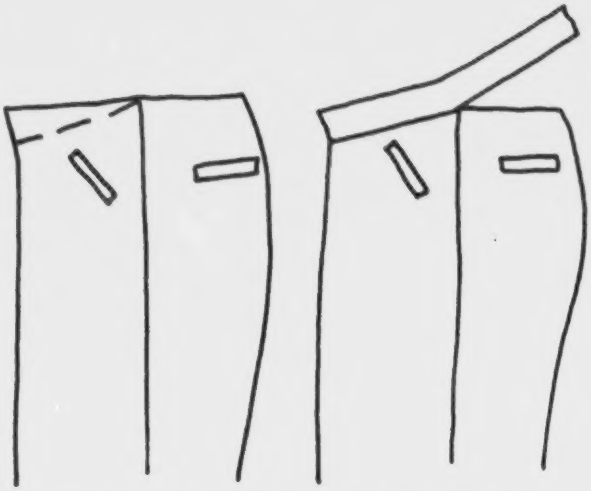
Choose sleeves that are full cut and roomy, with provisions for unrestricted reach. Dresses and coat sleeves cut high under the arm prevent crutches from hiking up hems higher than is becoming. You may wish to avoid sleeveless styles if your crutches get caught in the armholes.

Adjusting Slacks (or Skirt)

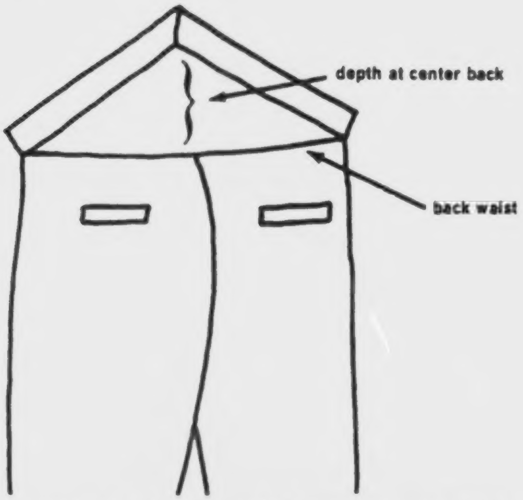
Regular slacks can be altered for a comfortable fit:



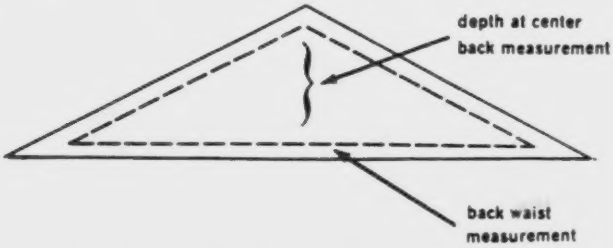
1. Detach the waistband from a regular pair of slacks. A pair of knit slacks will provide added comfort.



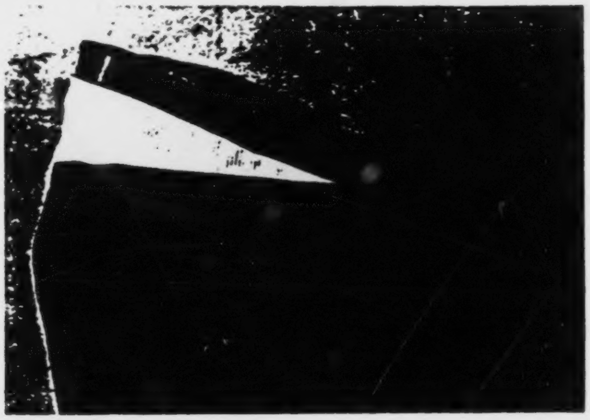
2. Attach the front of each side of the waistband, lowering it to the distance determined by measuring from the crotch seam to the waistline plus 1" of ease. Stitch carefully over the zipper.


depth at center back
back waist

3. Extend the back waistband pieces at as much of an angle as possible, with the ends meeting in a vertical seam. Measure the back waist and the depth of the angle at center back.


depth at center back measurement
back waist measurement

4. Using these two measurements, cut the insert piece from a stretchy knit fabric, allowing for seam allowances. Sew insert piece into pants.



5. The finished slacks are shaped especially to fit the seated figure.

EASY CARE AND LONG WEAR FEATURES

1. Read Labels

Fabric, styling and construction influence your clothing's care and wear. Read garment labels for care directions and for information about expected performance and wear qualities. Fabric easy care features include:

Completely washable

Little or no ironing

Wrinkle resistant

Colorfast

2. Choose Correct Fabric

For best wear performance, fabrics should be sturdy and appropriate to their use. Blends containing synthetics are generally wrinkle resistant. Smooth fabrics make sliding easier, as from your wheelchair to another surface. Sturdy fabrics such as firm weave gabardine and denim will take much abusive wear and not stretch or sag out of shape.

Fabric finishes are important. For instance, "wrinkle resistant" helps to prevent shrinking and stretching. "Shrinkage control" shows that fabrics will not shrink more than 3%. "Mercerization" is a finish that strengthens cottons. Look for these and other fabric finishes that add durability to garments and make care easier.

3. Choose Quality Construction

Good construction is a must for durability. Flat fell, plain with zig-zag finish, double-stitched, or welt seams will not fray easily.

Reinforcements at points of strain and wear give added durability. Check for double stitching or extra fabric stitched into the seam. Also look for double layers of self fabric at sides of blouses and slacks and other areas where braces or crutches rub.

4. Select Simple Styles

Garments that are simply styled with few seams are easiest to care for. Particularly helpful are sleeves and garments that you can iron flat, and self-trim and decoration that doesn't require special attention.

Name ____________________

Evaluation: CARING FOR YOUR CLOTHES

Directions: Give short but complete answers for each statement or question.

1. What are 3 things to consider when sorting clothes for the laundry.

____

____

____

2. Name 3 things you should do to clothes before washing, other than sorting.

____

____

____

3. Between soap and detergent, which does a better job in hard water? ____________________

4. Do consumers find more soap or detergent on the market today? ____________________

5. The type of bleach which is the most powerful on clothes is chlorine bleach or oxygen bleach? ____________________

6. The most powerful bleach should never be used on ____________ or ____________________.

7. It is important to dilute ____________________ with water before pouring it in the rinse water to make clothes more soft.

8. Which type of water, hard or soft, leaves a scum or curd on clothes? ____________________

9. When cutting fabric, especially a big cutting job, is it best to use scissors or shears? ____________________

10. What is a good reason for using sewing pins with colored heads?

____

11. Measurements on the body should be taken with a ____________________

Evaluation: CARING FOR YOUR CLOTHES (Continued)

True or False

Directions: Write T for TRUE, F for FALSE

______ 1. Clothes must be soaked in a pre-soak agent for at least 30 minutes or more to remove stains.

______ 2. Oxygen bleach is usually a powder.

______ 3. Water softeners must be put in the wash water and rinse water.

______ 4. Detergent is what makes towels more fluffy.

______ 5. A napped fabric like corduroy can easily pick up lint from towels.

______ 6. Cotton thread is the best type to use on synthetic fabrics.

______ 7. Velcro is the brand name for pressure tape.

______ 8. When taking up the hem on slacks or a skirt, you can wait until finished to do pressing.

______ 9. Pressure tape should be attached using the sewing machine.

Name ______________________

Activity: SORTING LAUNDRY

The clothing items on the left below need to be sorted into washer loads. There are five types of loads listed on the right. For each clothing item, select the correct type of load it would be included with. Write the letter in the blank. Each type of load is used four different times.

______ 1. white sheets

______ 2. throw rugs

______ 3. nylon underwear

______ 4. athletic socks

______ 5. child's blue shirt

______ 6. wool sweater

______ 7. light purple towels

______ 8. cotton underwear (white)

______ 9. sheer curtains

______ 10. hand-painted shirt

______ 11. dirty work clothes

______ 12. cotton pajamas (green)

______ 13. blankets

______ 14. lace tablecloth

______ 15. bathroom tank and lid cover

______ 16. gardening gloves

______ 17. dish towels (white)

______ 18. red jogging suit

______ 19. tan suede jacket

______ 20. white rayon blouse, lace trimmed

A. sturdy white

B. colorfast

C. heavily soiled

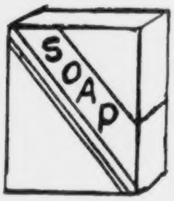
D. delicate

E. special care
(handwash or dry clean)

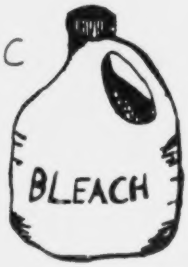
Name ____________________

WHAT AM I FOR?

Read each sentence. Choose the correct product. Write the letter of the pictured product in the blank.



A.



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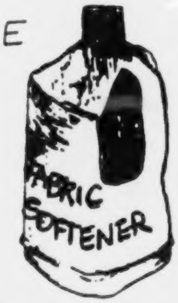

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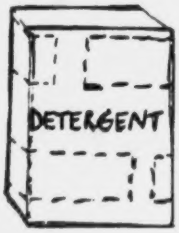

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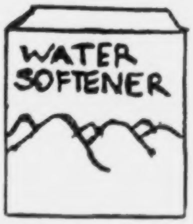

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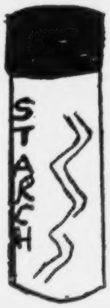


F

___1. I work best in soft water.

___2. I remove stains and help keep white clothes white.

___3. I reduce static.

___4. Calgon is a brand name for me.

___5. I stiffen clothes.

___6. I work best in hard water.

___7. I come in oxygen or chlorin form.

___8. I can be low or high sudsin

STAIN HUNT

Each of the stains in this list is hidden in the maze below. Words can be found in any one of these three ways: across (⟶), down (at an angle (↘). Circle each word as you find it.

Blood
Catsup
Chocolate
Cocoa
Coffee
Crayon
Egg
Fruit juices
Grass
Gravy
Grease
Gum
Ink
Lipstick
Paint
Tea

A	C	B	E	G	G	D	G	F	U	G	B	C	E	F	G
I	L	P	T	R	F	R	U	I	T	J	U	I	C	E	S
L	A	H	O	E	R	P	A	I	N	T	E	M	R	R	U
N	I	A	B	A	L	I	P	S	T	I	C	K	A	C	E
O	C	A	T	S	U	P	N	T	S	C	F	G	Y	U	Y
C	O	F	F	E	E	A	M	K	K	B	L	O	O	D	P
R	C	H	O	C	O	L	A	T	E	A	Y	N	N	P	L
A	O	L	E	M	S	A	J	U	T	E	A	F	C	S	P
D	A	C	T	S	K	R	J	G	R	A	V	Y	L	V	A

SPECIAL LAUNDRY PROBLEMS

Problem	Solution
1. "Ring around the collar"	a. Brush in hair shampoo with a toothbrush before washing (to remove body oils), OR b. Mark collar with chalk (to absorb oils) before washing. c. Rub liquid laundry detergent or paste of powdered detergent and water into collar before laundering. Once the body oils are out, the dirt will wash out.
2. Yellowing	a. If due to hard water, use extra detergent and a non-precipitating water conditioner. Never use a chlorine-based bleach. b. If due to body oils, rub in full-strength liquid laundry detergent, or rub a paste of powdered detergent and water. Wash in hot water with plenty of detergent. c. Some polyester fabrics turn yellow. May need to pre-treat soiled areas and pre-soak. Chlorine bleach can be added after washing cycle begins.
3. Dingy-looking clothes with spots and dirt remaining after washing	May need more detergent. Try: a. Pre-treating spots b. Removing stains c. Pre-soak entire washload d. Add bleach before clothes are added e. Wash in hot water

Problem	Solution
4. Oily stains on clothes when they come out of dryer.	Fabric softener sheets added to the dryer can cause oily spots on clothes. a. Use a bar of soap to rub spots out. b. Then launder in warm or hot water. c. Do not use chlorine bleach. It can set the stains. d. Add liquid fabric softener to the wash instead.
5. "Static cling"	"Static cling" is caused when fibers rub together in cold, dry weather, due to a lack of moisture in fabrics. a. Add fabric softener to the washer or dryer. b. Use anti-static sprays. They add a finish to fabrics that helps them hold in moisture.
6. Lint left on clothes	Line residue may be caused by several things - improper sorting, overloading the washer, and not enough detergent. a. Wash smaller loads and use more detergent. b. Separate terry cloth or sweaters from napped fabrics like corduroy. Clothes that shed lint should be washed by themselves.

GUIDE FOR REMOVING STAINS

Stain	How To Remove It
Blood	Sponge or soak in cool water until stain is light brown. Launder as usual. Remove traces of stain with bleach.*
Chewing gum	Chill with ice cube and scrape off excess when hard enough. Remove remaining gum with cleaning solvent.
Chocolate, cocoa, coffee, tea	Sponge with cool water. Pre-treat spot with liquid detergent and launder. Remove traces of stain with bleach.*
Egg, meat juice	Sponge with cool water. Pre-treat stain with liquid laundry detergent and wash in warm water.
Fats, grease, oil	Scrape away excess. Sponge with cleaning solvent. Pre-treat spot with liquid detergent and wash in warm water.
Grass, green vegetables	Launder with bleach.*
Ink (ballpoint, India)	Rub with petroleum jelly. Sponge with cleaning solvent. Wash as usual.
Lipstick	Sponge with cleaning solvent. Pre-treat with liquid laundry detergent. Rub in and wash as usual. Remove traces of stain with bleach.*
Mildew	Rub in white vinegar and water. Wash as usual. Remove traces of stain with bleach* and dry in sun.
Milk, cream ice cream	Soak in cool water. Pre-treat stain with liquid detergent and wash. If a colored stain from chocolate remains, treat as above.
Mustard	Pre-treat spot with liquid laundry detergent. Rub in and wash as usual. Remove traces of stain with bleach.*
Paint	Sponge with turpentine or cleaning solvent. Wash as usual.
Perspiration	Sponge with warm water and detergent and then launder. If stain persists, bleach with a strong solution of light-duty bleach.*

Stain	How To Remove It
Rust	Sponge with lemon juice and salt and dry in sun. Launder as usual.
Scorch mark	Sponge with hydrogen peroxide. Wash as usual. (Heavy scorches cannot be removed.)
Soft drinks	Sponge with cool water. Pre-treat stain with liquid laundry detergent. Rub in and wash as usual. Remove traces of stain with bleach.*
Tar	Sponge with cleaning solvent. Wash as usual.
Wax (candles, paraffin, crayons)	Scrape away wax with a dull knife (in warm weather, chill beforehand). Press spot between blotters with a warm iron. If color remains, sponge with cleaning solvent. Wash as usual.

---

*Bleaching: always follow manufacturer's instructions. White cottons and linens - use diluted heavy-duty bleach. Colored cottons/linens and other washable fabrics - use a bleach that is safe on colors.

ACTIVITY: TOOLS FOR SEWING

II. MEASUREMENTS

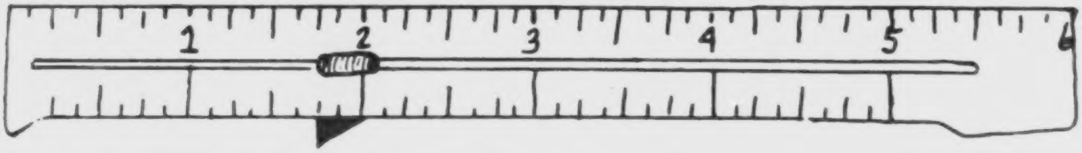
Measuring is an important part of sewing. Tape measures and hem gauges are very useful in helping you learn to sew.

A. Tape Measures

There are three kinds of tape measures - paper, cloth, and plastic. A tape measure is used to measure long distances and to take body measurements. Because it bends, it goes around the body easily.

B. Hem Gauge

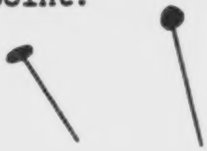
Small rulers or hem gauges are used to measure small distances. They are used to measure hems, and seam allowances as well as buttonholes, pleats, and tucks. Hem gauges have sliding points.



III. PINS

Pins are used very often in sewing to hold pieces of material together and to hold pattern pieces to material.

The top of a pin is called the head. Some pins have colored heads. Pins with colored heads are easy to find and pick up. The sharp end of the pin is the point.



Pins that are fine and sharp are easy to use. Thick and dull pins can make holes or leave marks in material. Two main kinds of pins are silk pins and dressmaking pins.

When using pins, push the pin through both layers of material. Have the pin point toward the edge of the material.

ACTIVITY: TOOLS FOR SEWING

IV. THREAD

Thread is used to hold parts of a garment together. Different kinds are used for different sewing needs.

A. Cotton is the most common kind of natural thread. It is used for cotton material, and for linen and rayon. Cotton thread is mercerized, which is a fabric finish to make it stronger.

Cotton thread comes in different sizes.

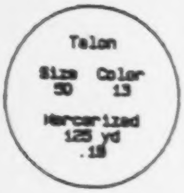
Heavy thread, sizes 0 - 40, is used for heavy material.

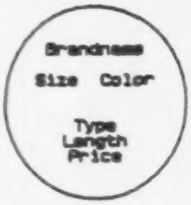
Medium - all purpose - thread, sizes 40 - 60, is used for most sewing.

Fine thread, sizes 60 - 100, is used for light weight material.

B. Polyester is the most common kind of synthetic (man-made) thread. Polyester thread is very strong and comes in one medium size. It is used for synthetic material and for knits.

C. How can you tell which thread to choose? The label helps you to decide. Look at these drawings.





D. Tips to Remember:

1. Choose thread color a shade darker than material.
2. For material with many colors, choose thread to match main color.
3. For basting, use light, contrasting thread.

ACTIVITY: TOOLS FOR SEWING

V. NEEDLES

A. There are different kinds of needles to use for different jobs:

Sharps, used for most sewing, have round eyes.

Crewel needles, also used for embroidery, have long eyes.

Ball-point needles, used for synthetic materials and for knits, have a rounded point, like a ball-point pen. These needles will not snag or break material like ones with a sharp point can.

Needles come in different sizes.

B. Large needles, sizes 1 - 6, are used with heavy material.

Medium needles, sizes 6 - 8, are used with medium materials, most sewing.

Fine needles, sizes 8 - 10, are used with fine, light-weight material.

What size needle would you use for these jobs?

______ 1. Hemming a winter coat A. large (1 - 6)

______ 2. Hemming a fine slip B. medium (6 - 8)

______ 3. Hemming a cotton placemat C. fine (8 - 10)

C. Tips to Remember:

1. Select a needle that feels comfortable to you.
2. Use no more than 20 inches of thread--it tangles.
3. Cut thread with scissors--not your teeth.
4. Use a single strand of thread whenever you can.
5. Use a needle-threader if it is easier for you.

A needle-threader is used to help get the thread through the eye of the needle. It looks like this:

SIMPLE CLOTHING ALTERATIONS

HEMMING

1. Remove old hem. Leave the hem tape (seam binding) on if you are moving the hem down (making the garment longer) -- if it is in good condition.

2. Press garment to remove the crease of the old hem. To have a good looking hem that is not bulky, this is most important. For a hard to remove hem crease, try:

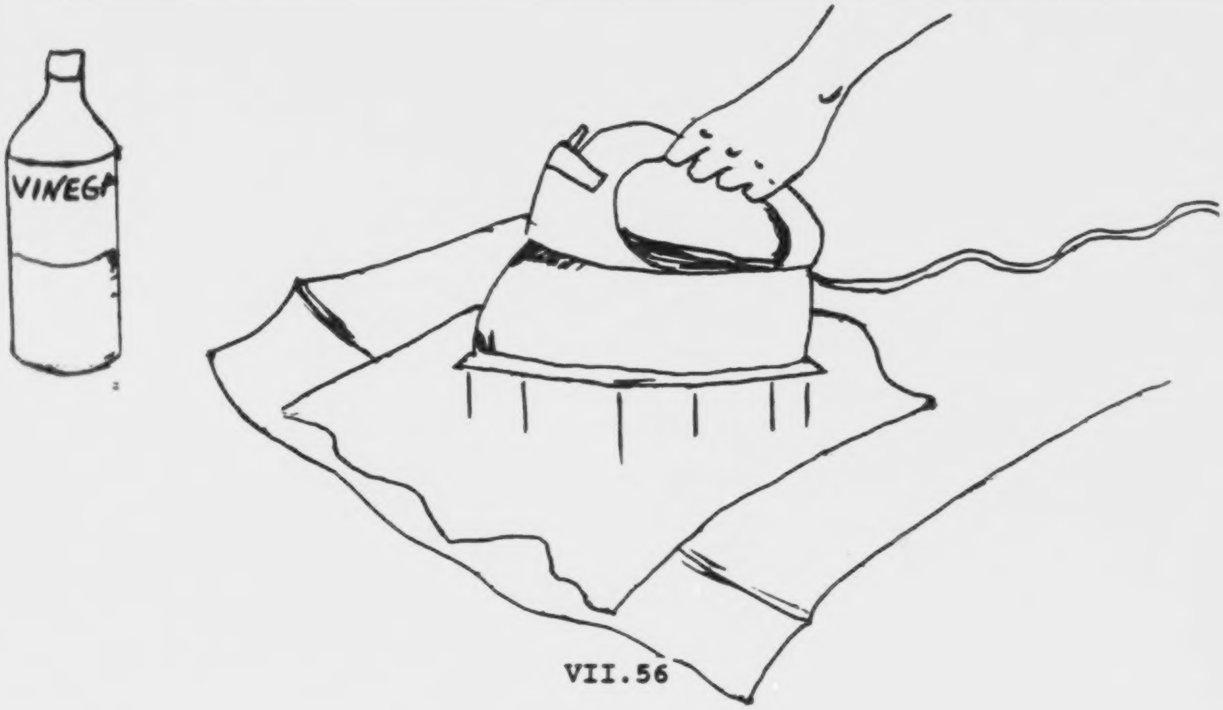
THE VINEGAR SOLUTION

A. Pour equal parts -- about 1/4 cup of each -- of white vinegar and water into a small bowl.

B. Dip a small clean white pressing cloth into the solution and wring out completely.

C. Place the damp cloth over the crease and press with the iron. Rather than ironing back and forth, use an up and down blotting motion with the iron. This gets the vinegar into the fabric better.

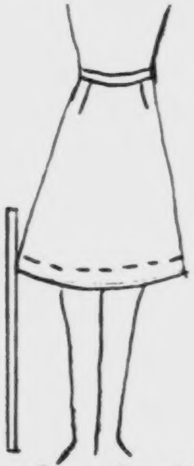
D. You may have to repeat this 2 or 3 times.



3. Determine where you want the hem to be. Mark the spot with chalk or a straight pin.

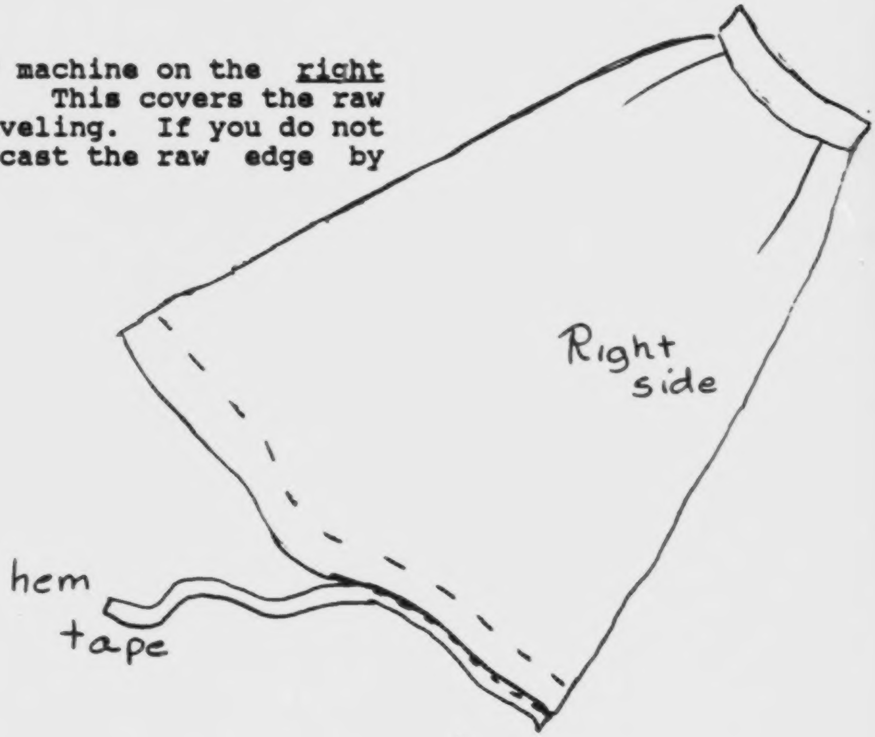
   a. Put on the garment. Have another person measure the distance of this mark from the floor; then the helper moves around and marks the garment in several places. After hemming, the garment should hang evenly.

   b. A person in a wheelchair should put on the garment, determine where the hem should be and mark the spot. Measure this distance from the waistline and mark the new hem accordingly.



4. The distance from the new hem crease to the bottom edge should be about 1 1/2 inches.

   Sew on hem tape by machine on the right side of the garment. This covers the raw edge and prevents raveling. If you do not use hem tape, overcast the raw edge by hand.



5. Press hem up into sewing position. Pin in place.

SIMPLE CLOTHING ALTERATIONS

6. Sew the hem by hand.

7. Final press the garment on the wrong side. Use a pressing cloth (dampened in plain water). You may need to do more pressing on the right side. A dry pressing cloth should be used on wool, and some synthetics.

TAKING IN/LETTING OUT SEAMS

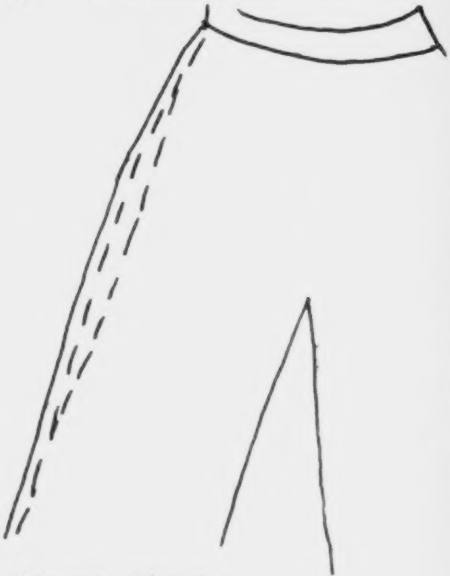
A wide seam allowance, from 1/2" to 1" or more, is needed to let a seam out.

1. Try on garment. Mark the spot for new seam. Have someone help you.

2. Remove stitching. Press seam open. Use the Vinegar Solution for creases that won't iron out.

3. When restitching, taper the new seam to blend in with the old. You need to remove a large area of the old stitching to do this.

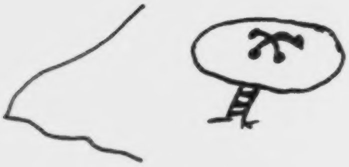
4. Press the new seam open. You may need to use pressing cloths as described above.

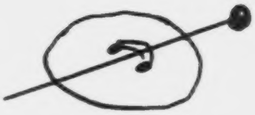


ATTACHING CLOSURES

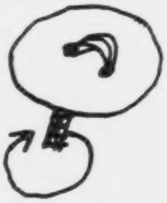
1. Hooks, snaps - Sew through the tiny holes. Attach firmly.

2. Buttons - Buttons should have a shank so they are raised above the fabric, giving room for the second layer of fabric once the garment is buttoned.





To easily make a shank, put a straight pin in under the first stitch. Sew over the pin several times then wrap thread around the shank a few times before finishing. To finish, sew a few stitches into the wrong side of the fabric to prevent the thread from pulling out.



SIMPLE CLOTHING ALTERATIONS

3. Pressure Tape (Velcro)

   - attach by sewing machine on the little edge.
   - follow instructions on package. Be sure you have a looped surface attaching to the matted surface for the pressure tape to hold properly.

VIII
TRAVEL/TRANSPORTATION
Introduction

The purpose of this chapter is to teach students to use public transportation and travel independently.

Most students with disabilities, because of their inability to drive, must learn to access public transportation. Whether they are able to use the regular route buses or must utilize the door-to-door paratransit service, it is essential that students learn to use this transportation independently. In most areas, it will be advantageous to use regular route service, since it is scheduled more frequently, is easier to acces and is generally cheaper. Public transportation is generally less restrictive, since no advance reservations are required. Students should also learn the importance of finding housing near public transportation so that it can be readily utilized.

Students who access paratransit services must learn that this is also a viable means of transportation. It is important that students learn the rules and regulations necessary to use the paratransit service, such as advance reservation requirements, hours of service, etcetera. They should also learn what steps they can take in case transportation services are denied.

VIII.

TRAVEL/TRANSPORTATION

A. Competency: Explore public transportation.

Performance Objective:

Given the task of exploring travel within one's own community, identify means of transportation, find locations on map, interpret transportation schedule and use transportation. Student must receive "yes" answers on all three responses on checklist.

-See Appendix for Checklist, "Travel in The Community," page 6.

1. Enabling Objective: Use maps to locate important places in the community.

Content:

The Appendix contains maps of cities and areas in the Tidewater region of Virginia. Local maps are often available from City or Regional Planning Departments throughout the state of Virginia. Maps of the school or neighborhood can also be used here.

Information about sites of special interest in the community should be available in the classroom: brochures on historical sites, museums, parks, beaches, etc.

Activities:

o Students use a map of their community and find important locations and places that are relevant to them, i.e., school, shopping areas, churches, libraries, etc. Use a map of the school to locate areas in the building. Walk around building and use map as a guide.

-See Appendix for maps of cities and Tidewater area, pages 6-12.

o Discuss the routes taken to various sites in the community:

- how to get to a park
- traveling to a mall
- main streets of the city
- traveling to school

2. Enabling Objective: Identify means of public transportation.

Content:

Bus schedules and other information about public transportation are needed for this unit. Teachers may contact taxicab and mass transit operators that serve their localities. The bus schedule activity is a simplified bus schedule. An actual bus schedule (have one available for each student) can be used, also. Information is also needed about special transportation services for disabled persons. Such services vary from one area or city to another.

Vocabulary

destination -- place to which a person is going.

fare -- money a person pays to ride in a bus, taxi, train, a boat or an airplane

route -- fixed way to go

schedule -- a written or printed list of fixed times for departures and arrivals.

flat fee -- a taxi fare that is set or fixed between 2 places.

Abbreviations

Schedule Word	Abbreviations
Arrives	Ar
Leaves	Lv
Route or run	Rt
Morning	AM or A
Afternoon/Evening	PM or P
Minute	Min
Hour	Hr
Street	St

Activities:

o Students read and use a bus schedule. The activity can be used in different ways. Discuss map and schedule reading. Stress: directions, symbols, colors, scale, and legend.

-See Appendix for activity, "Using a Bus Schedule," or use actual schedules, pages 13 and 14.

- o Students travel by bus. They will buy a ticket, deposit ticket on bus and ride to a pre-arranged location.

  If students will be using special services for disabled people such as TRT's "Handiride," they should become certified and ride that type of transit.

  This activity could be coordinated with a class field trip.

- o Invite a representative from local bus company or an interstate company to discuss bus travel.

- o Discuss taxicab travel. Include:

  1. When will you take a taxi?

     - 24 hr a day operation in most cities
     - used when no other means of transportation is available
     - used when you don't have time for a bus
     - for locations where buses do not go

  2. How do you get a taxi?

     - call local taxicab company
     - on a busy street in a large city
     - at cab stands (especially hotels and airports)

  3. How much will it cost?

     - it is more than a bus, train, or subway
     - cab fares are printed on a Fare Card inside the taxi
       - each mile or part of a mile is an increase
       - if you leave the cab and ask driver to wait, it is more money
       - additional passengers cost more money

  4. Can you give accurate directions for where you are going?

- o Optional: Students complete acitivity sheet.

  -See Appendix for activity, "Public Transportation," page 15.

B. Competency: Travel safely.

Performance Objective:

Given an evaluation on traffic safety, identify common rules, procedures, and traffic signs. Students must complete at least 3 of 4 responses correctly on evaluation.

-See Appendix for checklist, "Traveling safely," page 16.

1. Enabling Objective: Describe rules for safe travel.

Content:

Automobile safety -- car accidents are the leading cause of death in the U.S.

- wear seat belts
- do not distract the driver
- avoid overcrowding
- secure all possessions from flying about the car in the event of an accident

Pedestrian safety

- cross streets only at intersections, with the light
- walk on the sidewalks
- avoid dark clothing when walking at night
- follow traffic rules
- know traffic signs

Public transportation -- a safer mode of transportation than cars.

- stay seated while in motion
- do not crowd into seats
- be aware of where emergency exits are
- don't distract the driver
- be courteous and avoid arguments with other passengers
- wear seat belts when flying

Activities:

o Discuss travel safety. Role play some situations to illustrate this.

2. Enabling Objective: Identify signs relevant to transportation.

Content:

The appendix contains activities on recognizing signs one encounters in traveling. However, all the signs one must know for Driver Education are not included here.

Activities:

- Use activities on signs. If a field trip is planned in the near future, students may look for these signs while on the trip.

  -See Appendix for activities, "Signs," (pages 17-20), and "Sign Quiz," page 21.

VIII. A

Name ____________________

Date ____________________

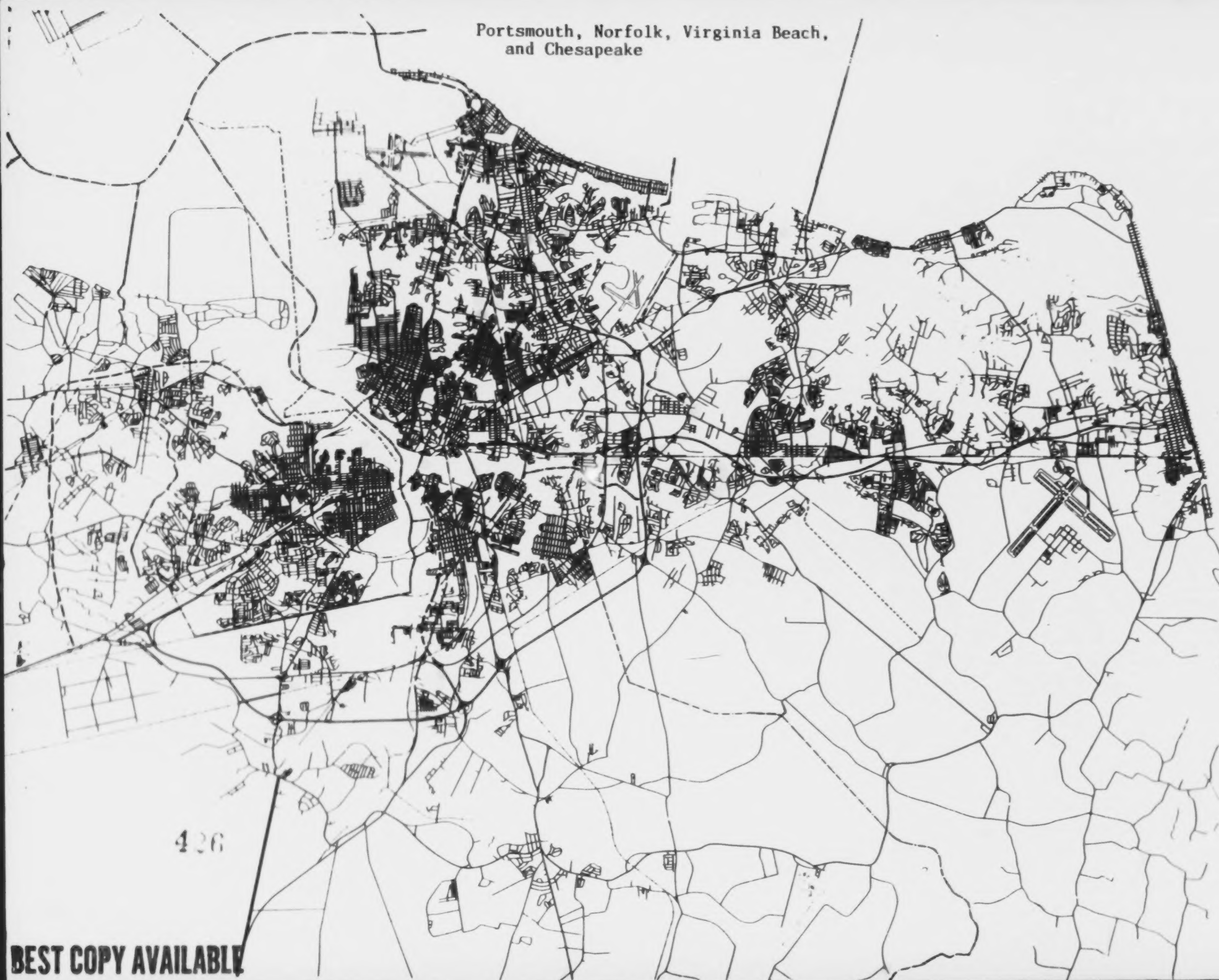
Score ____________________

Evaluation:

Checklist: TRAVEL IN YOUR COMMUNITY

Directions to teacher: Use the checklist for each student. For each category, mark accordingly. "Yes," if the student is able to perform the task; "No," if not.

	Yes	No	
1.			Identify at least 3 methods of public transportation in the area.
2.			Identify three locations on a community or regional map.
3.			Interpret a transportation schedule (bus, plane, train, ferry boat).
			Total



Portsmouth, Norfolk, Virginia Beach,
and Chesapeake

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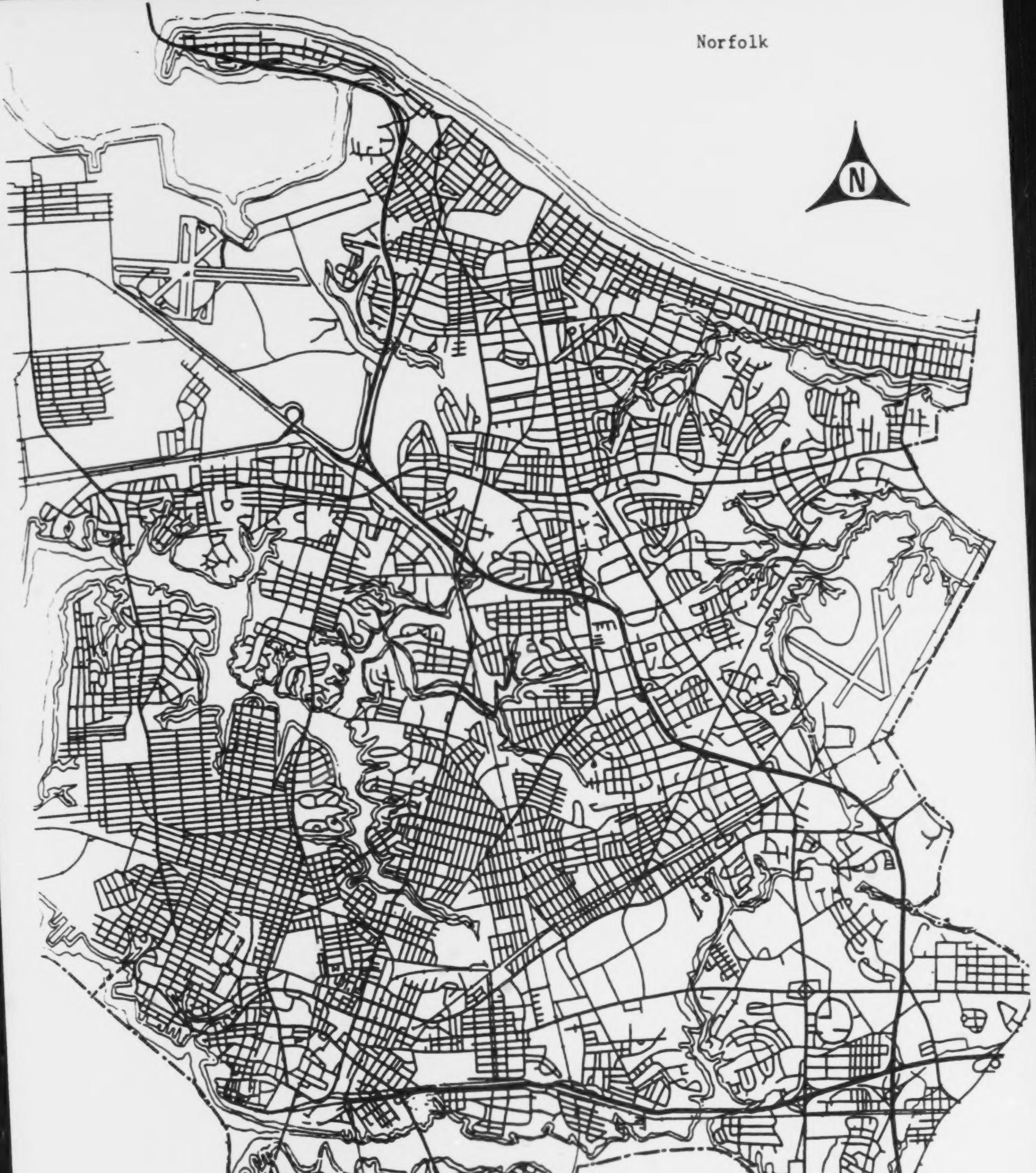

Norfolk

Prepared by
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9/86

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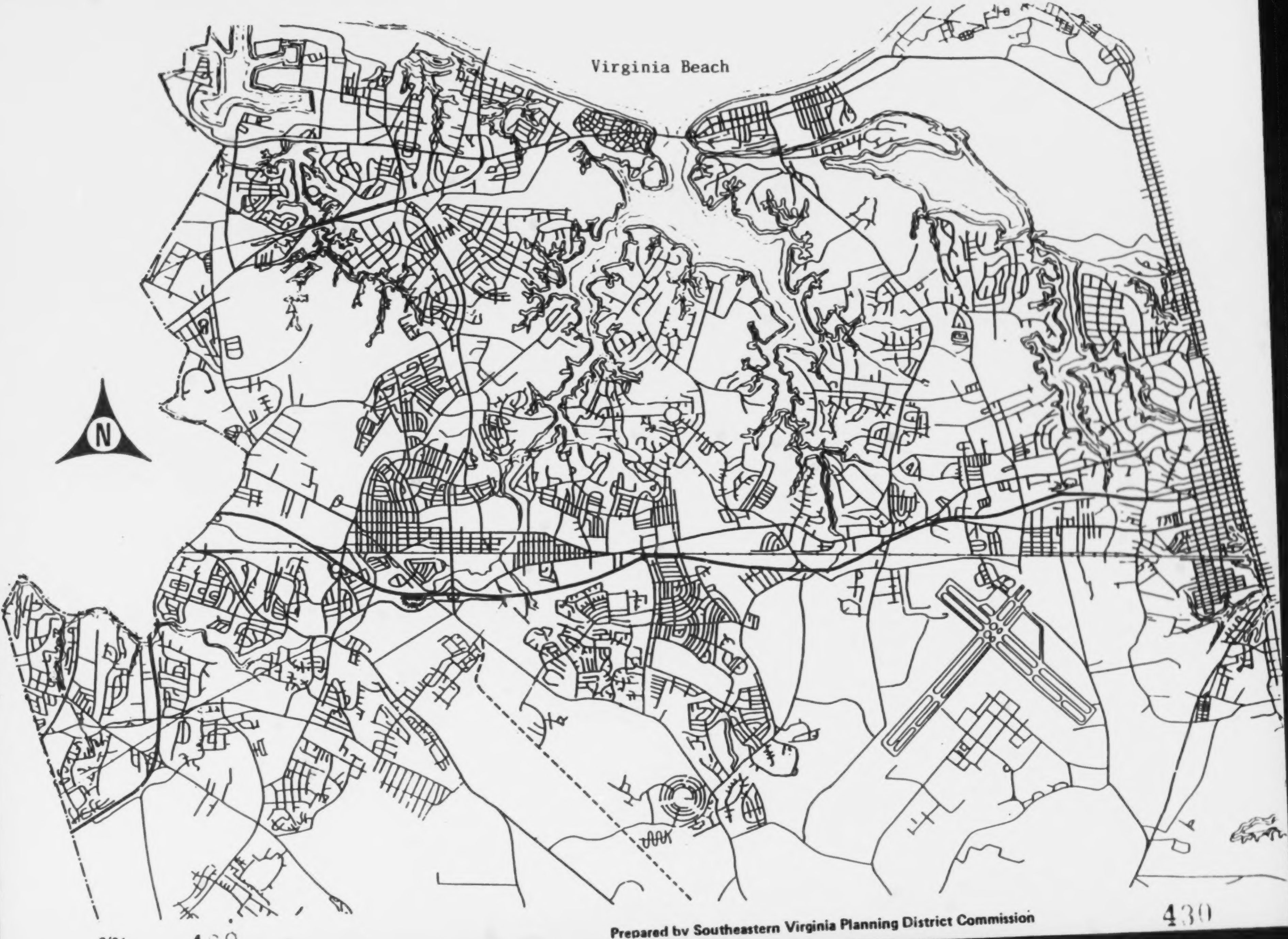
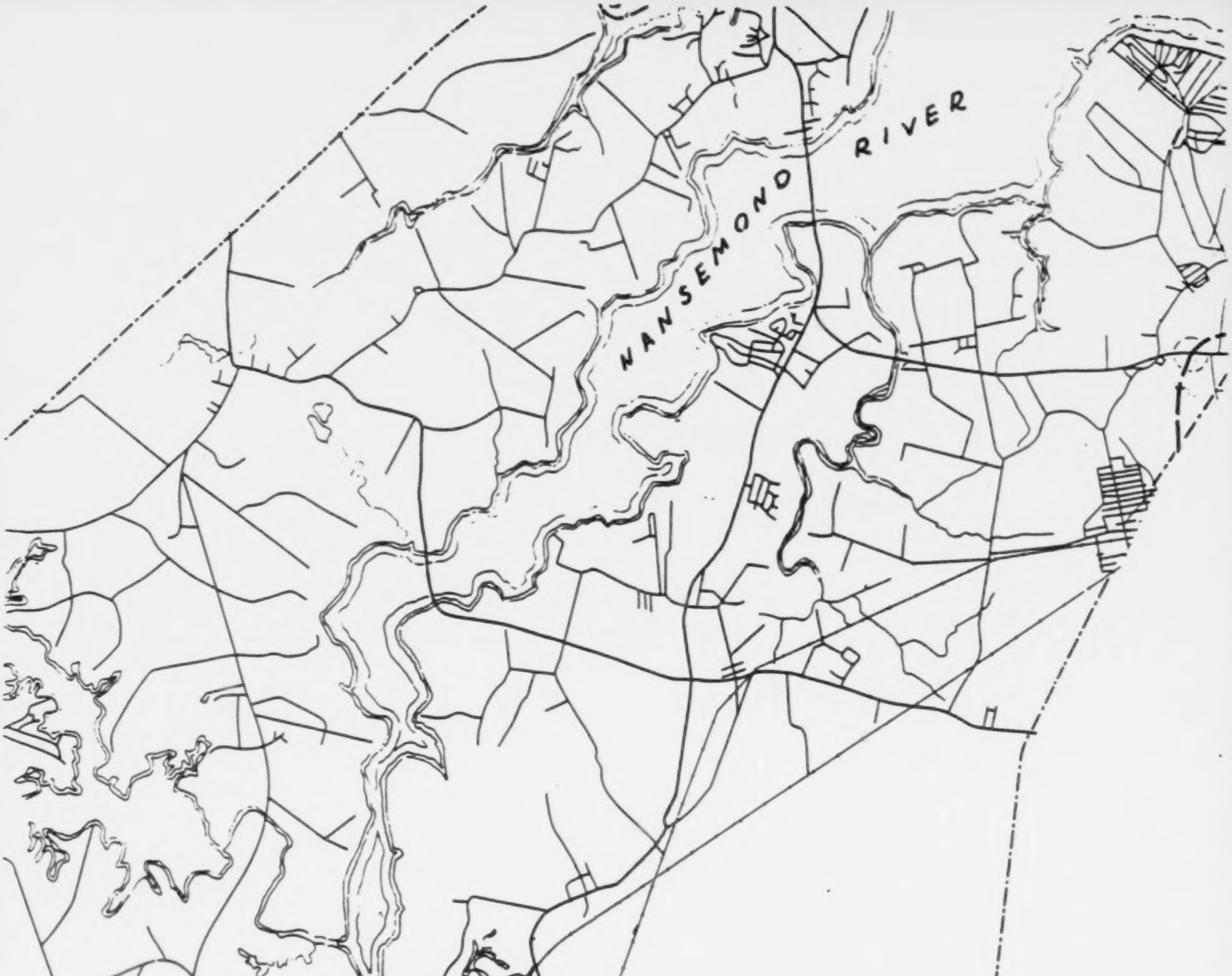

Virginia Beach
N

9/86

Prepared by Southeastern Virginia Planning District Commission

CHESAPEAKE BAY
OCEAN VIEW
I 564
BLVD
LITTLE CREEK
SHORE DR.
ELIZABETH RIVER
GRANBY
DIAMOND SPRINGS
NORTHAMPTON
HAMPTON
TIDEWATER
INDEPENDENCE
GREAT NECK
ATLANTIC
RTE 17
WEST NORFOLK
VA BEACH BLVD
I 264
HIGH ST
VA BEACH BLVD
TOLL RD./RT 44
CAMPOSTELLA
HOLLAND
I 64
BIRDNECK
PORTSMOUTH BLVD
BLVD
AIRLINE
PROVIDENCE
LONDON
GENERAL BOOTH
VICTORY
PRINCESS ANNE
MILITARY HWY
CENTERVILLE TPK.
I 64
BATTLEFIELD
INDIAN RIVER
MT PLEASANT

Portsmouth, Norfolk, Virginia Beach, and Chesapeake


NANSEMOND RIVER
Suffolk
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Transfers

FROM MAXI-RIDE TO BUS:

- Pay the Maxi-Ride fare, and ask the Maxi-Ride driver for your free transfer.
- When you board the bus that day, give the driver the transfer.

FROM BUS TO MAXI-RIDE:

- Pay the bus fare plus 10¢ for a transfer.
- Ask the bus driver for your transfer.
- When you board Maxi-Ride, give the transfer to the driver and deposit 30¢ into the farebox.

There is no Maxi-Ride service on Thanksgiving, Christmas, and New Year's Day.

Additional Information

For more details, call the Transportation Coordinator at 627-9291, ext. 254 or write:

Maxi-Ride Marketing Coordinator
Tidewater Regional Transit
P.O. Box 2096
Norfolk, VA 23501

TRT

Discover the Door-to-Door
Convenience of Maxi-Ride!

TRT
Tidewater Regional Transit
1500 Monticello Avenue
Norfolk, Virginia 23510
(804) 627-9291

SEND TO:

Effective August 1987

BAYVIEW
EAST OCEAN VIEW
WARDS CORNER
WILLOUGHBY

80

MAXI RIDE
627-0023

TRT

Door-To-Door Service

Maxi-Ride is convenient. Comfortable wheelchair lift equipped vans transport you within the area on the map and connect you with the TRT bus system. Take Maxi-Ride to and from work, school, appointments, and shopping. Even to visit your friends! Getting there and back is easy and economical.

Maxi-Service

On weekdays, Maxi-Ride is available from 6:30 a.m. until 8:00 p.m. except in Willoughby. (Willoughby bus service is available Monday through Friday.) On weekends, Maxi-Ride service is available from 6:00 a.m. until 8:00 p.m. Reservations are accepted from 5:30 a.m. until 7:00 p.m. Call **627-0023** at least two hours prior to when you need service.

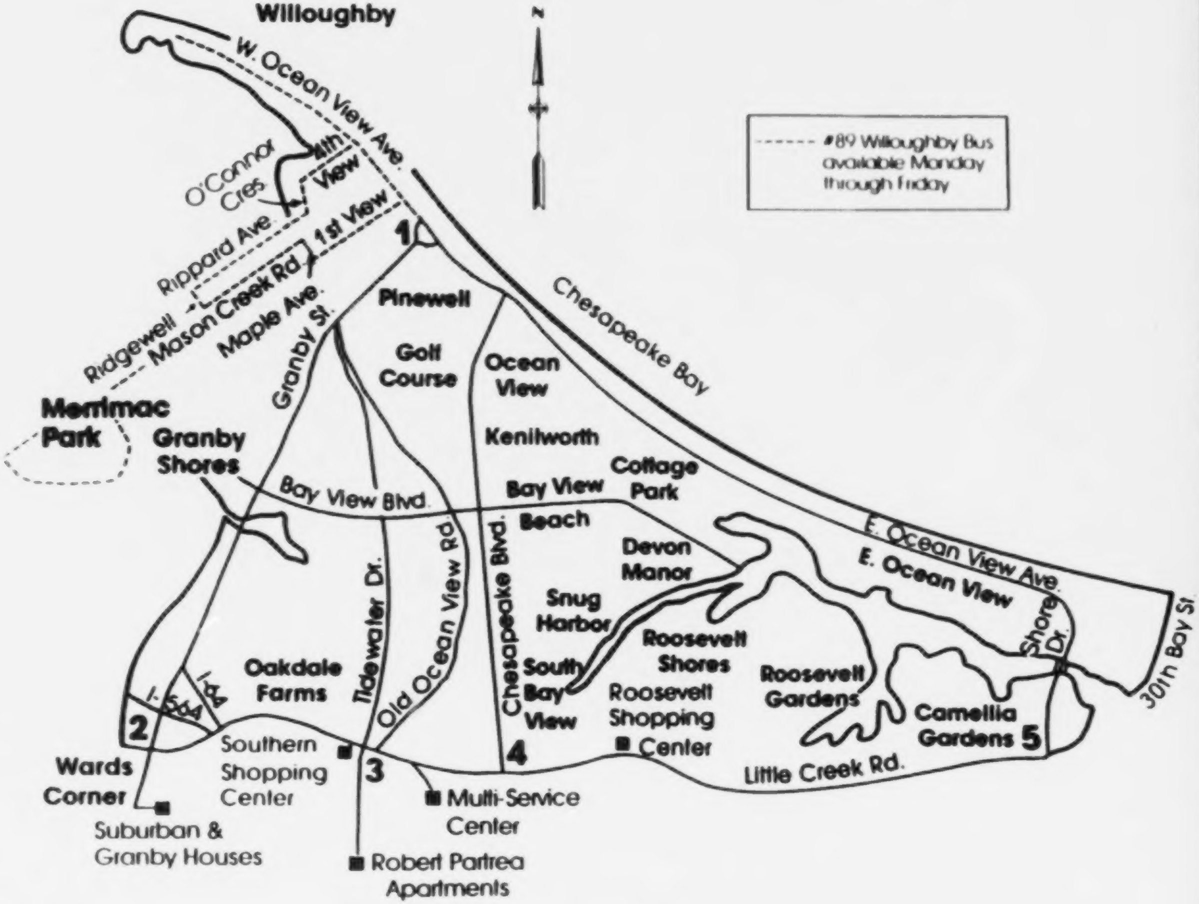
One-Way Fare

Adults	$1.10
Children Under 5	55¢
One Infant Held in Arms	Free
Elderly or disabled displaying SEVAMP, Medicare, or TRT Handicapped identification ride for half fare from 9:30 a.m. to 4:00 p.m. and after 6:00 p.m. Monday through Friday, and all day Saturday, Sunday and holidays	55¢

Boarding

When boarding Maxi-Ride, please deposit the **exact change** into the farebox. Drivers cannot handle money or make change.

#80 Bayview/East Ocean View Service Area


Willoughby
N
#89 Willoughby Bus available Monday through Friday
W. Ocean View Ave.
O'Connor Cres
4th View
1st View
Rippard Ave.
Ridgewell
Mason Creek Rd.
Maple Ave.
Granby St.
Pinewell
Golf Course
Ocean View
Chesapeake Bay
Merrimac Park
Granby Shores
Kenilworth
Cottage Park
Bay View Blvd.
Bay View Beach
Devon Manor
E. Ocean View Ave.
E. Ocean View
Shore Dr.
30th Bay St.
Tidewater Dr.
Old Ocean View Rd.
Chesapeake Blvd.
Snug Harbor
South Bay View
Roosevelt Shores
Roosevelt Shopping Center
Roosevelt Gardens
Camellia Gardens
Oakdale Farms
I-564
I-64
Wards Corner
Southern Shopping Center
Little Creek Rd.
Multi-Service Center
Suburban & Granby Houses
Robert Partrea Apartments
1
2
3
4
5

Frequent Riders

If you use Maxi-Ride often, purchase a Fare Cutter Card and reduce your fare.

One-Way Fare

with 1-zone Fare Cutter Card	65¢
with 2-zone Fare Cutter Card	35¢

Connections

The #80 Maxi-Ride connects with the following buses at the numbered intersections indicated on the map: (1) #1 Granby, #3 Chesapeake, #89 Willoughby Jitney, (2) #1, #15 Crosstown, (3) #8 Little Creek, #15, (4) #3, #8, #15, (5) #1, #8, #36 Independence.

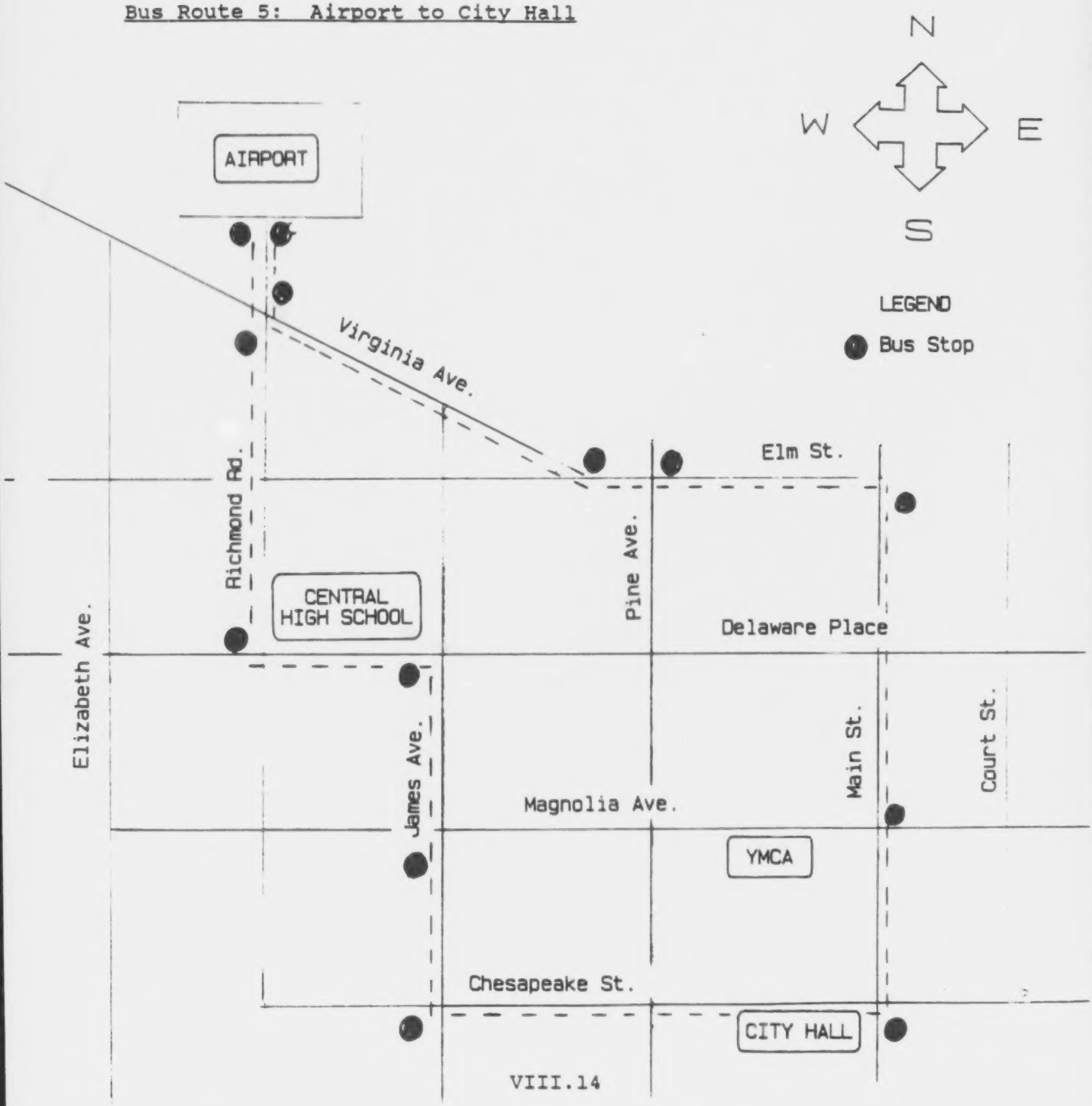
Activity: **USING A BUS SCHEDULE**

a.m.

Airport	Virginia & Richmond	Richmond & Delaware	Delaware & James	James & Magnolia	James & Chesapeake	Chesapeake & Main	Main & Magnolia	Main & Elm	Elm & Pine	Elm & Virginia	Virginia & Richmond	Airport
7:00	7:05	7:09	7:17	7:25	7:30	7:34	7:41	7:50	7:55	8:00	8:05	8:10
7:15	7:20	7:24	7:32	7:40	7:45	7:49	7:56	8:04	8:09	8:14	8:19	8:24
7:30	7:35	7:39	7:47	7:55	8:00	8:04	8:11	8:20	8:25	8:30	8:35	8:39

Activity: USING A BUS SCHEDULE

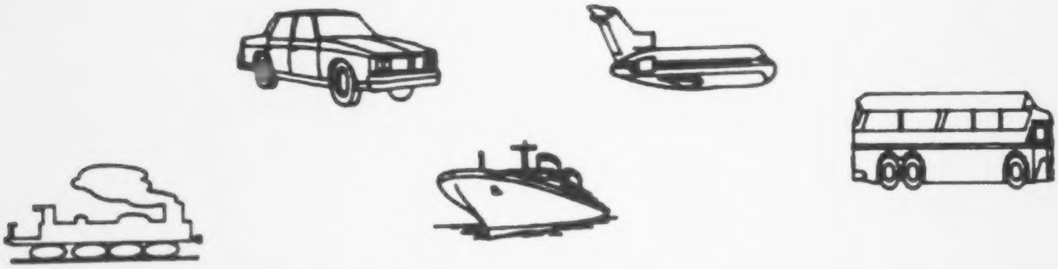
Bus Route 5: Airport to City Hall


N
W
E
S
LEGEND
● Bus Stop
AIRPORT
Virginia Ave.
Elm St.
Richmond Rd.
CENTRAL HIGH SCHOOL
Pine Ave.
Delaware Place
Elizabeth Ave.
James Ave.
Main St.
Court St.
Magnolia Ave.
YMCA
Chesapeake St.
CITY HALL

VIII. A Name ______________________

Activity: PUBLIC TRANSPORTATION

1. What methods of transportation are available in your area?



2. What are some reasons why people take public transportation?

3. What is the name of the public transportation system in your area?

4. Where is the bus stop nearest to your house?

5. What public transportation have you used?

6. Why do you think a taxi is more expensive?

7. Can you think of a reason why you would need to take a taxi?

Name ______________________

Date ______________________

Score ______________________

Evaluation: CHECKLIST ON TRAVELING SAFELY

Directions to teacher: Check "yes" if the student can perform the task; "no", if not.

	Yes	No	TASK
1.			List 3 rules of safety for traveling by automobile.
2.			List 3 rules of safety for pedestrians.
3.			List 3 rules of safety for traveling on public transportation.
4.			Identify 6 out of 9 signs on SIGN QUIZ.
			TOTAL

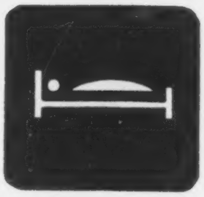
Activity: SIGNS

SERVICE SIGNS

These signs are always BLUE. They tell where to get services. Often these signs use symbols rather than words. Write the correct service under the signs.

Services

1. gas
2. food
3. telephone
4. hospital
5. motel/hotel



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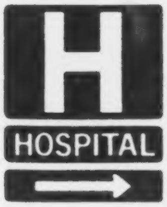

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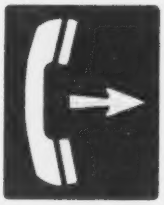

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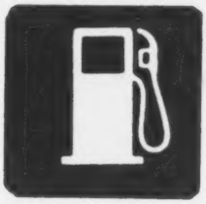

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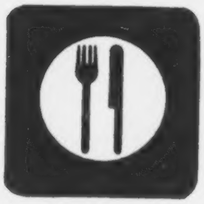

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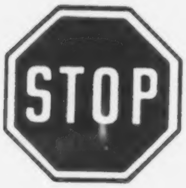
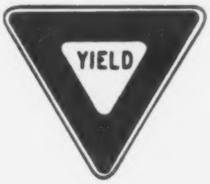
BE CAREFUL

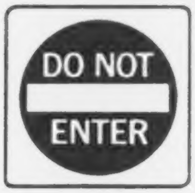
These signs are always RED. They are different shapes.



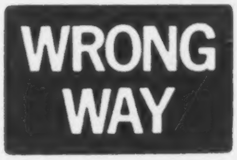
Come to a complete stop. All motorized vehicles, bicycles and pedestrians.



Slow down or stop. The other vehicles have the right of way. They go first. This sign is where 2 roads come together.



The road or street ahead is for one-way traffic traveling in the opposite direction.

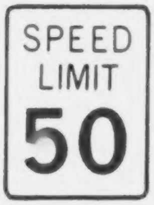


This is a warning to people that they are going the wrong way on a one-way street.

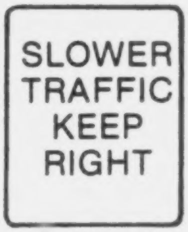
Activity: SIGNS

REGULATIONS/RULES

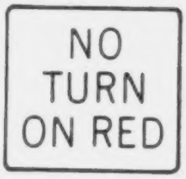
These signs are always black and white. They control the speed and movement of traffic.


SPEED
LIMIT
50

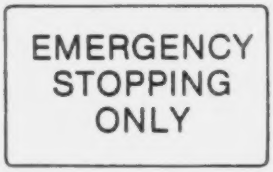
The maximum safe and legal miles per hour.


SLOWER
TRAFFIC
KEEP
RIGHT

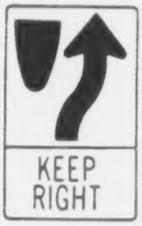
The right lane if for slowest traffic--including bicycles.


NO
TURN
ON RED

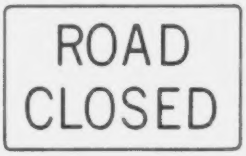
You cannot turn if the stoplight is red -- even if you stop first; used at very busy intersection.


EMERGENCY
STOPPING
ONLY

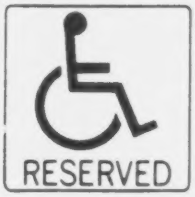
The shoulder of the road is for break downs -- flat tire, running out of gas, etc.



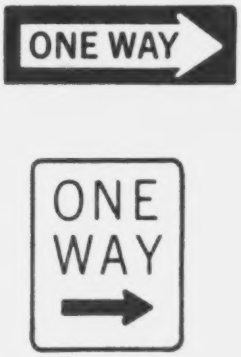
For divided highways or roads.


ROAD
CLOSED

The road is not open or safe for traffic. Look for a Detour sign.



Handicapped parking. Only these persons with the proper symbol displayed on their car can park here.

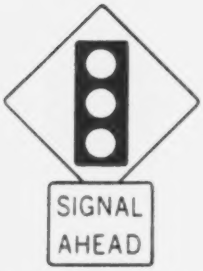

ONE WAY
ONE
WAY

You can only go the direction the arrow is pointed toward.

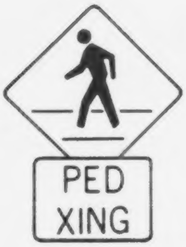
VIII, B, 2 Activity: SIGNS

WARNINGS

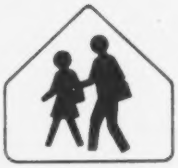
These signs are YELLOW. They alert drivers of possible danger ahead.



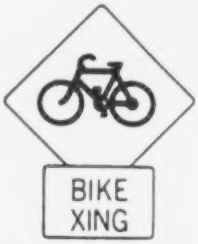
A traffic light is ahead.



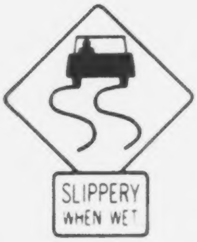
Pedestrian crossing. Drive slowly.



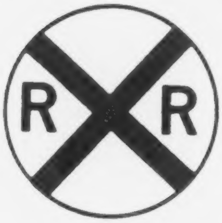
A school is near. Drivers should watch for children crossing street.



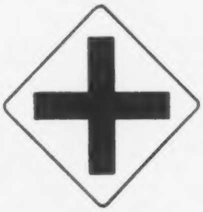
Bicycle crossing. Drive slowly and watch for bikes crossing street.



Dangerous road conditions. Drive slowly.

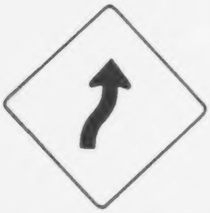


Railroad crossing.

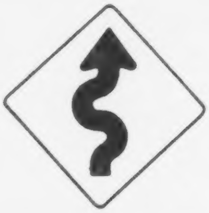


An intersection is ahead.

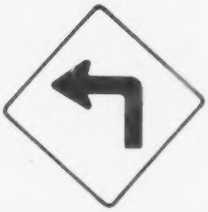
These signs are a warning that the road direction is changing soon.



Curves ahead.



Winding road ahead.



The road takes a sharp turn to the left.

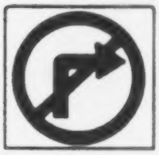
VIII, B, 2

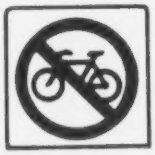
Activity: SIGNS

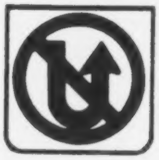
INTERNATIONAL SIGNS

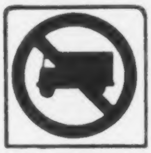
These signs mean the same thing in any language. When you see a sign with a red line drawn through a symbol it tells what you cannot do.

What does each sign mean here?





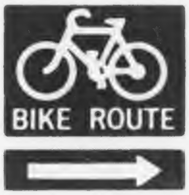


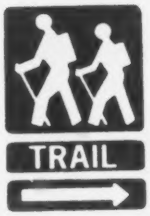


______________ ______________ ______________ ______________

OTHER SIGNS

Can you explain these signs?





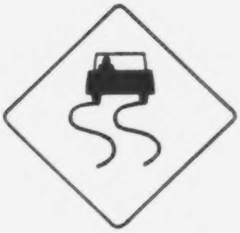
______________________________ ______________________________

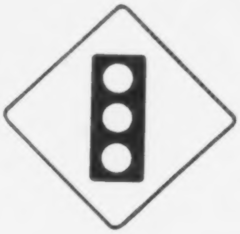
VIII, B, 2

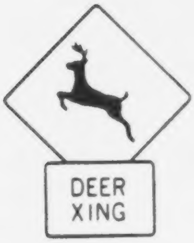
Activity: SIGN QUIZ

Match these signs with their meanings:

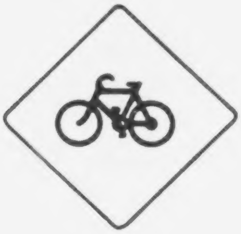
a. Handicapped parking only
b. Signal ahead
c. Slippery when wet
d. Bike crossing
e. School crossing
f. Crossroad ahead
g. Winding road ahead
h. Railroad crossing
i. Deer crossing

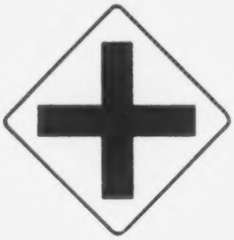


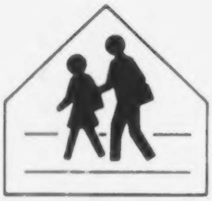




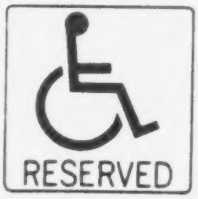
1. ____________________ 4. ____________________ 7. ____________________

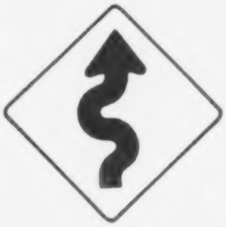


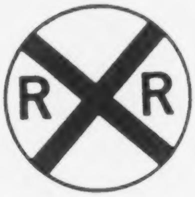




2. ____________________ 5. ____________________ 8. ____________________







3. ____________________ 6. ____________________ 9. ____________________

REFERENCES/RESOURCES

Doyle, Edward P. and Joyce K. Bean. Daily Experiences and Activities For Living: Transportation. Allen, TX: Developmental Learning Materials, 1983.

Leavitt, Karen J. and Glenn J. Terrell. Discover The World of Independent Living. Euclid, OH: Services For Independent Living, 1984.

Roderman, Winifred Ho. Getting Around Cities and Towns. Hayward, CA: Janus Book Publishers, 1979.

Roderman, Winifred Ho. Reading Schedules. Hayward, CA: Janus Book Publishers, 1978.

Other Materials:

Bus schedules of local and interstate companies
Maps of local areas

IX
HOME MANAGEMENT
Introduction

The purpose of this chapter is to teach students the skills necessary to maintain their own home.

Independent living can be a reality for most students with disabilities. Whether this is achieved through use of a personal care assistant, a companion or takes place in a supervised apartment setting, it is essential that students learn the skills of home management. Sometimes, because parents do not believe independent living to be a reality for their children, students do not learn the skills of home management at the same time as their peers are learning these skills. Thus, as much true-to-life experience in this area as possible will be beneficial. It is also extremely crucial to involve parents in this unit, since many of the skills learned in this unit should be practiced at home.

IX.

HOME MANAGEMENT

DRAFT

A. Competency: Maintain a home.

Performance Objective:

Given questions about housekeeping procedures, the student must: Explain how to clean a home, prepare a regular routine cleaning schedule, describe the appropriate use for hand tools, describe the appropriate storage procedures for household items, and describe the appropriate use for household cleaning agents and equipment. For an acceptable rating on checklist, students must have four out of five "Yes" answers.

-See Appendix for evaluation, "Checklist on Housekeeping Procedures."

1. Enabling Objective: Identify appropriate housekeeping procedures.

Content:

CLEANING A HOME

Room To Be Cleaned	Areas In Room	Methods and Products
Kitchen	Sink	Scour sink with a scrubber-backed sponge. Use scouring powder or sprays.
	Counter & Range Tops	Wash with non-abrasive cleaners. Rinse.
	Wooden cabinets (or furniture	Wash with a special wood cleaner.
	Enamel surfaces (outside of refrigerator, range, dishwasher	Wash with a window/glass cleaner.
	Inside of refrigerator	Wash with kitchen detergent. Rinse. Or, use a solution of baking soda and water to remove odors.
	Floor	Wash and rinse with all purpose floor cleaner.
	Inside of oven	Use special oven cleaner.

Room To Be Cleaned	Areas In Room	Methods and Products
Bath	Tub, sink, shower Outside of toilet	Wash and rinse with spray or liquid cleaner that is non-abrasive. Be very careful with fiberglass fixtures.
	Toilet bowl	Use toilet brush and special toilet bowl cleaner.
	Mirrors, windows, glass covered pictures	Wash with window/glass cleaner.
	Floors	Same as kitchen.
Living and Sleeping Areas	Carpets	Upright vacuum cleaners do the best job. However, carpet sweepers are light-weight and easy to handle.
	Upholstered furniture	For best results, vacuum with upholstery attachment. If vacuum is not available, use a whisk broom.
	Drapes	Between laundering or professional dry cleaning, draperies can be vacuumed with a special attachment. Or: (1) hold on to draperies and shake dust out; (2) remove draperies, put in dryer on air cycle for 15 minutes (do not crowd in dryer, or this will not work) to remove dust.
	Window blinds	Dust with feather duster or soft rag. Wipe clean with a damp cloth.
	Wooden furniture	Dust with soft, absorbant cloth. Polishing: it depends on the type of wood finish. Some furniture should be oiled (this penetrates the wood). Some should be surface cleaned with spray wax.
	Beds	When cleaning a bedroom, change beds first because it creates lint and dust in a room.

STORAGE

Store things where they are used. (Cleaning supplies, rags, equipment, etc.) Pay close attention to the safe storage and use of cleaning supplies -- away from small children, etc. Never mix two household cleaners. Some combinations can explode or create poisonous gases.

Hang things when possible. Mops, brooms, certain pans, baskets.

Discard items you don't really need to create more space in storage areas.

Use dividers for drawers (small boxes are good for this).

The following housekeeping supplies and materials should be available in class:

Cleaning agents
Rags
Sponges
Floor mop
Broom
Buckets
Feather duster
Vacuum cleaner, attachments
Dust mop
Furniture polishes
Dust pan
Paper towels

USING HAND TOOLS

The following tools should be available in the classroom:

Screw driver
Philips screw driver
Wrenches
C Clamps
Screws
Washers
Nails
Hammer
Bolts
Nuts
Pliers

Activities:

o Students discuss why we need clean and organized spaces to live in. Mention such reasons as:

-- dirt carries germs, attracts pests

-- we can use our time better if we know where things are

- o Students contribute magazine pictures pertaining to house cleaning and cleaning products for use in a bulletin board. Provide magazines and scissors in class.

- o Discuss how to clean various areas of a home: kitchen, bathroom, living areas, sleeping areas. Cover all the topics mentioned in the Content section. Stress energy-saving techniques such as:

  - -- storing supplies and equipment near where they'll be used.
  - -- using feather dusters for hard-to-reach areas.
  - -- wiping up spills when they happen rather than letting them wait.

- o Display cleaning supplies and equipment.

- o Students use supplies and equipment to clean areas of the classroom.

  If there is insufficient opportunity to do all of the types of cleaning (for example, using vacuum attachments to clean draperies or upholstery), then cleaning other areas of the school (offices, for instance) may be a possibility.

- o Students outline a regular cleaning routine. Include the following or more:

Daily jobs:	Cleaning kitchen counter and other surfaces Making beds Straightening rooms
Weekly jobs:	Dusting furniture Vacuuming floors Sweeping, mopping floors Changing bed linens Cleaning bathroom

Occasional Jobs: Cleaning oven, inside of refrigerator
Vacuuming furniture, draperies
Washing woodwork
Polishing furniture
Washing windows
Straighten closets, drawers

o Students discuss storage (see Content section).

o Discuss simple household maintenance tasks such as: -- installing hooks, towel racks.

-- changing light bulbs

-- replacing filters in air conditioning/heating intake ducts

-- tightening loose screws

Display hand tools and explain the use of each.

o Students investigate the classroom for any minor maintenance jobs needed.

B. Competency: Identify safety procedures for the home.

Performance Objective:

Given questions on seven areas of home safety procedures, answer questions in 6 areas correctly. Questions will cover procedures to maintain or improve home safety including preventing and escaping from a home fire, using gas and electrical appliances safely, preventing home burglaries, and inspecting own home for fire and burglary prevention.

-See Appendix for evaluation, "Checklist on Home Safety."

1. Enabling Objective: Choose appropriate procedures to minimize the possibility of a fire in the home.

Content:

FIRE HAZARDS

A. Flammable Liquids

Examples: gasoline, kerosene, lighter fluids, paint thinners, and other solvents.

They are unsafe because the vapors will burn, they catch fire easily, and they can cause an explosion.

1. How to use:

-- do not use near an open flame, a cigarette, or a pilot light.

-- do not use near a hot engine; or, do not add gasoline to a hot lawn mower.

-- use the proper fuel. Do not substitute gasoline for kerosene or charcoal lighter.

2. How to store:

-- store in a well-ventilated place away from heat or flame sources.

-- use safety cans with tight caps; never glass bottles.

-- keep them away from children.

-- do not store gasoline in the trunk of a car or in the house.

B. Flammable fabrics

1. Protection from clothing fires:

-- choose fabrics that state on the label they are flame resistant (especially children's sleepwear.)

-- tighter woven fabrics do not catch fire or burn as quickly as loose, gauze-type weaves. (denim jeans vs. cotton blouse)

-- Loose-fitting clothing can catch on fire quickly: robes with loose sleeves, hanging shirt tails, or long gowns.

2. Upholstery, matresses, draperies, or rugs

These fires can be very dangerous because of the poisonous fumes given off when the fabrics, stuffings, or linings burn.

When buying household furnishings, check the label for information about flammability.

Be sure that a fireplace or heater is not close to upholstered furniture or draperies.

C. What to do in a home fire.

1. Have an escape plan

-- 2 exits from each room

-- rope or chain ladder from upstairs rooms

-- pre-arranged meeting place outside for the family

-- crawl, rather than walk, through smoke filled house

-- practice a family fire drill

2. Preventing fires

-- install a smoke detector

-- have a fire extinguisher

-- do not use ovens to heat a home

-- use kerosene heaters, fireplaces, and wood stoves correctly

SAFETY WITH ELECTRICITY AND GAS

A. Electricity

-- do not overload outlets with too many plugs

-- appliances that heat up (iron, toaster, hair dryer) take more electricity than radios or lamps.

-- do not use extension cords on a permanent basis or improperly with appliances that heat up.

-- do not have cords running under rugs.

-- call the power company (or, an electrician) for advice about using electricity.

-- use light bulbs of the correct size, or smaller, for a lamp.

B. Gas

1. Gas is used for furnaces, water heaters, dryers, and cooking ranges.

2. Guard against gas leaks and explosions:

   -- be sure fresh air gets into the house at all times.

   -- shut off gas lines if there is a leak.

   -- have appliances checked once a year.

   -- never re-light a gas pilot without completely ventilating the room first.

Activities:

o List and discuss flammable liquids commonly used in and around the home. Emphasize that these are also hazardous chemicals and should be disposed of in the proper manner. The Environmental Health Division of the City Health Department has information pertaining to disposal methods and sites for hazardous chemicals.

o Discuss flammable fabrics. Point out flammable fabrics in the classroom.

o Students do a safety check of their homes for fire hazards.

-See Appendix for activity, "Checking The Home For Fire Hazards."

o Discuss what to do in the event of a fire. Roleplay a fire in the home. Assign students the parts of different family members: parents, children, grandparents or a disabled family member who might need help.

- Discuss safety practices for gas and electrical appliances.

- Invite a speaker from Virginia Power to give a presentation about electrical safety. Make arrangements well in advance (about one month). They can bring films and printed materials, also.

- Invite a speaker from Virginia Natural Gas to class for a presentation about using gas appliances safely.

2. Enabling Objective: Identify ways to prevent home burglaries.

Content:

PREVENTING HOME BURGLARIES

The F.B.I. has determined that the most effective way people can prevent burglaries in the home is a block security or neighborhood watch system. In this program neighbors help each other watch for anything suspicious going on near homes.

Protecting a home inside:

-- Engrave your social security number on valuable possessions. Engravers are available from most police departments.

-- Install view finders (peep holes) in doors.

-- Be sure windows and doors have secure locks.

Protecting a home from the outside:

-- Do not allow shrubbery to obscure an entrance. Keep it trimmed.

-- Keep porch lights on at night.

-- Do not leave ladders laying around the yard. A burglar could use them to get in an upstairs window.

Activities:

- Contact the Crime Prevention unit of the Police Department for a speaker on home security. They can also provide printed materials on preventing burglaries.

- Students survey their own homes for conditions that would make burglaries easier.

  -See Appendix for activity, "Checking The Home For Burglary Prevention."

IX, A

NAME ______________________

DATE ______________________

SCORE ______________________

Evaluation: CHECKLIST ON HOUSEKEEPING PROCEDURES

Directions to teacher: Check "YES" if student is able to perform the task; "NO," if not.

TASK: Questions the student must be able to answer.	YES	NO
1. How should a home be cleaned?		
2. What is an example of a regular cleaning schedule for a home?		
3. What is the appropriate use for the following hand tools: screw drivers wrenches washers pliers bolts nuts screws		
4. What are the appropriate storage procedures for household items such as: cleaning agents mops, brooms pans rags vacuum cleaners		
5. What is the appropriate use for the following cleaning agents and equipment: furniture polish furniture oil glass cleaner non-abrasive cleaner upright vacuum tank vacuum feather duster		
TOTAL		

IX, B

NAME ______________________

DATE ______________________

SCORE ______________________

Evaluation: CHECKLIST ON HOME SAFETY

Directions to teacher: Check "YES" if student is able or has performed the task; "NO," if not.

TASK: Questions the student must be able to answer.	YES	NO
1. What are 5 ways to prevent home fires?		
2. How would you escape during a home fire?		
3. Name 2 ways to safely use gas appliances.		
4. How can you safely use electrical appliances?		
5. How can you prevent home burglaries?		
6. Have you checked your own home for fire hazards?		
7. Have you checked your own home for burglary prevention?		
TOTAL		

IX, B, 1

NAME ______________________

Activity: CHECKING THE HOME FOR FIRE HAZARDS

Directions: Look around your house for fire hazards.
Answer each question "YES" or "NO."

1. ________ Are there any flamable liquids in the house?

2. ________ Are they stored in a safety can?

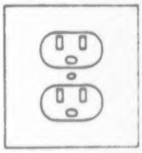
3. ________ If you have a kerosene or space heater is it next to anything flamable (furniture, drapes, etc.)?

4. ________ Are candles left burning when no one is in the room?

5. ________ Have matches and cigarette lighters been left where children can get them?

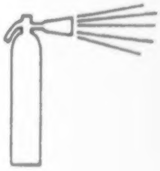
6. ________ If you have a fireplace is there a screen?

7. ________ Do electrical outlets have too many plugs per outlet?



8. ________ Are extension cords used properly?

9. ________ Is there a fire extinguisher in the home?



NAME ____________________

Activity: CHECKING THE HOME FOR BURGLARY PREVENTION

Directions: Look around your house to see if it is burglar-proof.
Answer each question "YES" or "NO."

Outside

1. _______ Do the neighbors on your street look out for each other's homes?

2. _______ Is shrubbery trimmed near the house so that windows and doors are clearly visible?.

3. _______ Are keys hidden outside?

4. _______ Is the garage door kept closed and locked?

5. _______ Are ladders and tools put away? A burglar could use them to get in the house.

6. _______ Is there adequate outdoor lighting?

7. _______ Do all outside doors have secure locks?

Inside

8. _______ Do all windows have locks?

9. _______ Have you engraved valuable possessions (t.v., stereo, bikes, camera, etc.) name or social security number?

10. _______ Is there a view finder (peep hole) on the door?

11. _______ Do you close drapes when you are gone and at night so that no one can see valuables inside?

Other

Can you think of any good ideas that are not listed here? If so, write them below:

____

____

RESOURCES/REFERENCES

Resources

Crime Prevention Unit of the Police Department

Fire Department

Virginia Natural Gas Company

Virginia Power Company

Virginia Polytechnic Institute Extension Service

References

Napoli, Tony. First Aid and Home Safety. Belmont, CA: Fearon, Division of David S. Lake Publishers, 1985.

Public Libraries list many books on the topic of housekeeping. Some better known sources are:

Chapman, Eugenia. Clean Your House and Everything In It. Grosset and Dunlap, 1982.

Cleaning. Time-Life Books, 1982.

How To Clean Practically Everything. Consumers' Union, 1986.

Treves, Ralph. All Around--Upstairs, Downstairs, Inside, Outside, Dutton, 1979.

The Ultimate Household Book. Consumers' Union, 1982.

Wylie, Harriet. 420 Ways To Clean Practically Everything. Harmony Books, 1979.

X
HOUSING
Introduction

The purpose of this chapter is to teach students about the various housing options available and about the housing services of an Independent Living Center.

Housing issues for persons with disabilities are extremely complex. The first problem is that students with physical disabilities may need to find housing that is physically accessible to them. Secondly, most of these students will be low income, thus making market rate housing unaffordable. A third issue is that disabled students must find housing that is close to public transportation, shopping, employment, etcetera. These issues make appropriate housing extremely difficult to locate.

Independent Living Centers can assist persons with disabilities in dealing with these issues. This assistance can take place upon graduation or whenever the student is ready to live independently. Contact with the disabled staff of an Independent Living Center should allow students to readily deal with their fears of living independently and maintaining their own apartment. Staff of the Center can show by example that independent living in the community is a reality.

X.

HOUSING

DRAFT

A. Competency: Explore housing options.

Performance Objective:

Given an evaluation checklist on exploring adequate housing, identify types of rental housing. Student must be able to list or state 3 types of rental housing that is personally appropriate.

-See Appendix, page 11, for Evaluation, "Checklist on Selecting Adequate Housing."

1. Enabling Objective: Identify types of housing.

Content:

Rental housing is discussed in this unit because it is the type most young people have first.

Some students will probably live in rental housing their entire lives.

Types of Rental Housing

1. One or two bedroom apartments - in addition, they usually have a living room, dining area, kitchen, and bathroom. These provide enough space for more than one person.
2. Studio or efficiency apartment - one room that is a living/sleeping combination with a kitchenette (very small kitchen) at one end. The bathroom is separate. These are big enough for only one person because there is no privacy.
3. Garden apartment - apartment with a patio. If it is a second floor apartment there is a balcony.
4. Town house apartment - an apartment with the living room, kitchen and dining area downstairs and bedrooms and bath upstairs.
5. Luxury apartment - an apartment with many "extras": certain appliances, more rooms, amenities such as pool outside, or a location in an expensive area.

6. Group home - supervised apartment for disabled people who want to live independently but need some help. These homes as well as Transitional Living mentioned below, are operated by various community agencies. Rent may be based on a sliding scale according to income.

7. Transitional living apartment - a supervised living arrangement that is a training situation for people who are trying to be more independent.

8. Houses - an entire house is rented. Often the renter is responsible for upkeep of yard. The living space is often larger than in apartments.

9. Mobile home - much like renting a house. Usually has a yard.

10. Rooms - only a bedroom or bed/sitting room in a house. Bath is often shared with others. The renter may or may not have kitchen privileges.

Housing Vocabulary

1. Condominium - an attached apartment that is bought, not rented. Sometimes they are sublet.

2. Evict - put a tenant out by legal process.

3. Furnished apartment - basic furniture, stove, refrigerator are provided. Linens, cookware, small appliances are not provided.

4. Immediate possession - it is ready to move into now.

5. Landlord - a person who owns or manages rental property.

6. Lease - a legal contract for a stated period of time that gives one the right to use property.

7. Lessee - same as landlord.

8. Lessor - a person renting property.

9. Premises - another word for place. It refers to the property being rented.

10. Security deposit - money paid by the renter and held by the person renting the property to pay for any damages the renter causes to the property. It is returned when the tenant moves out.

11. Sublet - to rent to another person property that you have rented.

12. Tenant - person renting property.

13. Utilities - electricity, phone, water, and gas. Most charge an installation and deposit.

14. Vacate - move out of rental property.

Activities:

o Students make a collage or bulletin board from magazine pictures illustrating different housing options.

o Discuss types of rental housing. Discuss why people rent. Include:

- lower initial cost than buying
- lower monthly costs
- flexibility for moving
- less work for renter (no upkeep)

o Discuss housing vocabulary.

2. Enabling Objective: Identify considerations for selection of housing.

Content:

Things To Consider When Renting

Each person will have to decide which of these are most important personally.

1. Cost - total housing costs should be no more than 1/4 of monthly take-home pay (one week's pay). This is not always possible nowadays, so many people share an apartment with another person.
2. Location - consider safety and convenience to all the places you go.
3. Appearance and layout - Does the building look clean and neat inside and out?

a. Floor plan - is there a good pattern for the flow of traffic?

   There are many considerations for physically disabled students, especially those in wheelchairs regarding accessibility:

   - are there steps or stairs?
   - is there adequate turning space for wheelchairs in kitchen, hallway, and through all doorways?
   - is bathroom large enough?

b. Light and ventilation - number of windows, possibility for fans, air conditioners. Do windows close tightly? Can you reach the windows?

c. Storage - Does the apartment complex have any special storage area, in addition to what is in the apartment, for large items?

d. Privacy - this is very important if you have a roommate. Each person should have a bedroom.

4. Security - sturdy door, good locks on doors and windows, peep hole in door (at a lower height for those in wheelchairs), fire exits, security guards (in large complexes).

5. Appliances - most units have a stove and refrigerator. Dishwashers, dryers, washers, and garbage disposals are in higher rent apartments.

-See Appendix for the following teacher references:

"What is Adaptable Housing," page 12.
"Adaptable Kitchen Areas," pages 13 and 14.
"Adaptable Bathrooms," page 15.
"Other Adaptations for the Home," page 16.
"Adaptations for Disabled Persons," page 17.

Roommates

1. Reasons why people have roommates:

    a. share costs
    b. companionship
    c. help with household tasks

Pros	Cons
Someone to talk to	Loss of privacy
Cuts down on expenses	Difficulties in deciding who pays for what
Division of household chores	Conflicts over standards of cleanliness and division of household work.
More security	Gives others access to your property.
Help when you are in need	May lead to too much dependency.

2. Friends or acquaintances often make the best roommates because you know each other and have things in common. Choose someone with similar living habits. A trial period of spending a weekend together can give insight into a person's living habits.

3. Have an agreement with the roommate (written agreements are best) about the following items to avoid future conflicts:

    a. Dividing utility bills
    b. Dividing the household chores
    c. Food and cooking
    d. Sharing/not sharing possessions
    e. Furniture, cleaning equipment - who provides or owns what
    f. What happens to your obligations if one of you moves out.

Note: The Appendix in Chapter XIII, Personal Care Attendant Management, contains material on conflict resolution.

Activities:

- o Discuss things to consider when renting an apartment. Include cost, location, appearance, security and appliances. Decide which are more important.

  -See Appendix for Activity, "Reading Apartment Floor Plans," pages 18 and 19.

- o Find magazine or newspaper pictures to illustrate these considerations.

- o Discuss having roommates -- how to choose and agreements needed beforehand.

  How would a disabled student benefit from having a roommate?

- o Roleplay roommate situations:

  - choosing a roommate
  - making advance agreements between roommates
  - daily living situations with roommates (cooking, shopping, social plans, etc.)
  - handling conflict situations

3. Enabling Objective: Locate housing.

Content:

Ways of Learning About Housing Vacancies

Newspaper ads
Bulletin boards in stores
Signs on buildings
Word of mouth
Independent Living Centers

Leases

Things to look for:

1. Amount of rent, when due, what is included (utilities, etc.)
2. Provisions for the upkeep of the apartment.
3. Length of time, terms for breaking lease.
4. Sublet privileges.
5. Are roommates allowed? How many?
6. Are pets allowed? What type?
7. Provisions for late rent payment.
8. Repairs, maintenance. Usually landlord is responsible.
9. Is extra equipment (drapery rods, bookshelves, picture hooks) allowed?
10. Provisions for owner/landlord to get in for repairs, to show apartment, etc.
11. Rules about excessive noise.

Tenant's Rights and Responsibilities

Rights:

To use the area they rent without interference from the owner, except for the conditions stated in the lease that allows for owner access.

To occupy the apartment for as long as they pay the rent and are not causing disturbances.

Usually tenants have the right to certain services: heat, water, and garbage collection.

Responsibilities:

Most responsibilities are spelled out in the lease.

To maintain the property, without damage, in reasonable condition. Damage deposits are forfeited if there is damage.

To be considerate of neighbors.

Abbreviations Used in Classified Ads

A/C	air conditioning
Conver	large house that has been converted into smaller apartments
1st Flr	first floor
Frig	refrigerator
Jr	very small junior-sized rooms
ldry	laundry
Pull K or Kette	a very small kitchen (Pullman kitchen, kitchenette)
Pr ent	private entrance to the apartment, as in a town house
Slpg rm	sleeping room, possibly a single room in a private home.
Stud or Eff	studio or efficiency (1 room apartment)
Stv	stove
Trans	transportation, such as bus
W/W/C or cptg	wall-to-wall carpeting
Xlnt	excellent

Activities:

- o Discuss how and from what sources one can learn about housing vacancies.
- o Review Housing Vocabulary to be certain that students understand all the terms.

o Discuss leases. Students examine an actual lease. Discuss tenants' rights and responsibilities.

-See Appendix for the following:

"Lease for Rental Property," page 20, and
"Before Signing a Lease," page 21.

o Discuss want-ads and the abbreviations used. Students complete the activity.

-See Appendix for activity, "Apartment Ads," page 22.

o Distribute newspaper want-ads for rental housing to students. Use the opaque projector to show an ad and clarify anything about the ad that students do not understand. Display want ads on a bulletin board.

Discuss factors that affect the price of an apartment:

- number of rooms
- location in town
- amenities of the apartment complex such as swimming pool, etc.
- first or second floor
- appliances
- furnished or unfurnished
- supervised or unsupervised

o Students roleplay phoning about an apartment vacancy and asking for more information from the landlord.

Students take turns playing landlord.

o Review all the considerations about renting apartments. Use activity.

-See Appendix for Activity, "Rental Checklist," pages 23 and 24.

- Invite Housing Coordinator from an independent living center to class to discuss housing modifications for physically disabled persons.

- Refer students to Peer Counselor, as needed, to talk about specific housing needs.

X, A.

Name ______________

Date ______________

Score ______________

Evaluation: **CHECKLIST ON SELECTING ADEQUATE HOUSING**

Directions to teacher: Check "Yes" if student is able to perform the task; "No," if not.

TASK	YES	NO
Student is able to list or state 3 types of rental housing that is personally appropriate.		

Acceptable answers are:

- apartments (one story garden apartments or two-story town houses)
- luxury apartments
- group homes
- transitional living apartment
- studio/efficiency apartment
- houses
- mobile home
- a room in a home

Teacher Reference: WHAT IS ADAPTABLE HOUSING?

Larger numbers of physically disabled people in our society in recent years have created a demand for housing with certain features that allow people greater access to all areas of their homes. This demand led eventually to provisions for accessible housing being included in building codes. However, disabled people as well as people in the building industry have not been totally satisfied with the state and federal laws that required a certain percentage of units within a complex to be reserved for accessible housing. Problems such as inappropriate design details (more functional than aesthetic), inadequate space for families, high vacancy rates, limited numbers of units, and poor locations are among the complaints.

Adaptable housing can be a solution to many of these problems. Adaptable housing is accessible housing that looks no different from other houses and which has features that can be adjusted, added or removed in minutes as needed to suit the occupants. This type of housing can fit any occupant: disabled, elderly, or non-disabled.

Adaptable housing gives disabled persons greater choices over where to live and is less expensive for builders because they can build more units of the same kind. Adaptable housing features are now specified in the federal standards for accessibility which have been adopted into many state and local building codes.

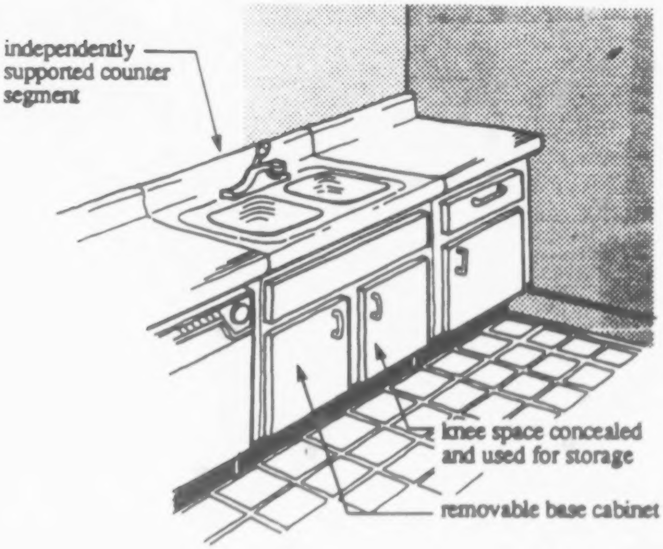
The following pages show some adaptations that can be made to housing units. When these adaptable features are added at the construction stage the cost is very low. Making every apartment in a complex adaptable is cheaper than having a set number of accessible apartments that, for any number of reasons, might go unrented. Apartment managers have discovered that adjustable height work surfaces and storage areas also appeal to the elderly and people that are shorter than average. The adaptations shown here meet the uniform technical specifications established by the American National Standards Institute (ANSI).

This information was taken from the publication, Adaptable Housing, an excellent source which contains many suggestions, pictures, and specific directions for incorporating adaptable features in a home.

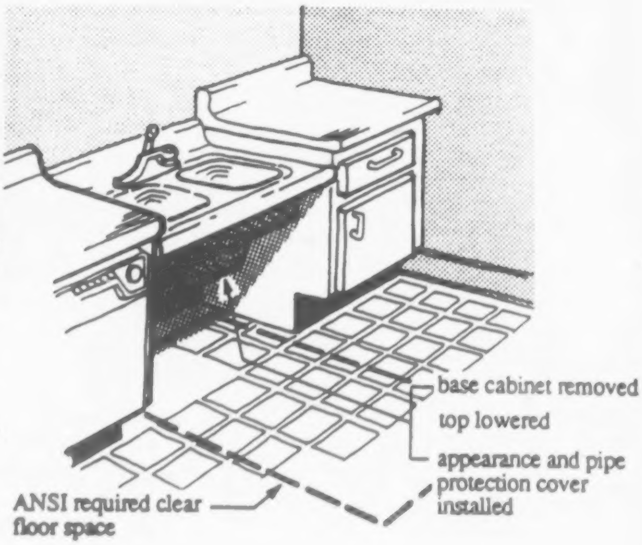
-See the Reference and Resource section of the Appendix for the listing of Adaptable Housing.

ADAPTABLE KITCHEN AREAS

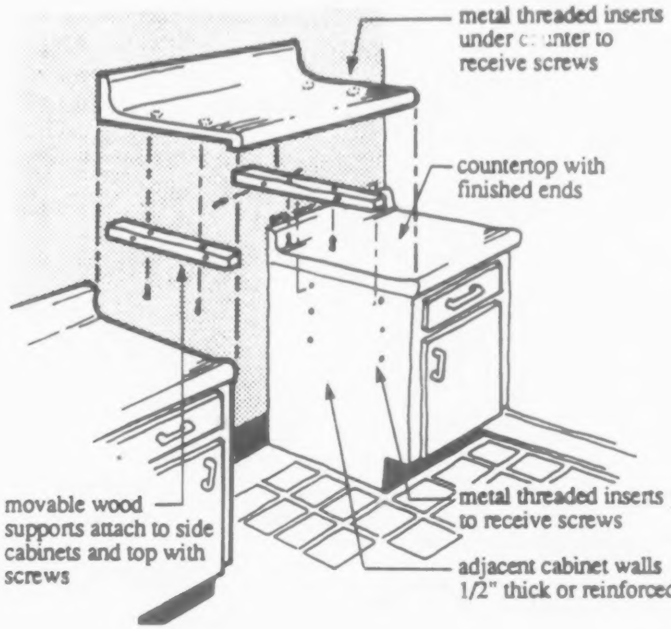
Removable Modified Standard Base Cabinet in Knee Space


independently supported counter segment
knee space concealed and used for storage
removable base cabinet

Knee spaces may be exposed by pulling out a standard base cabinet and leaving the space empty.

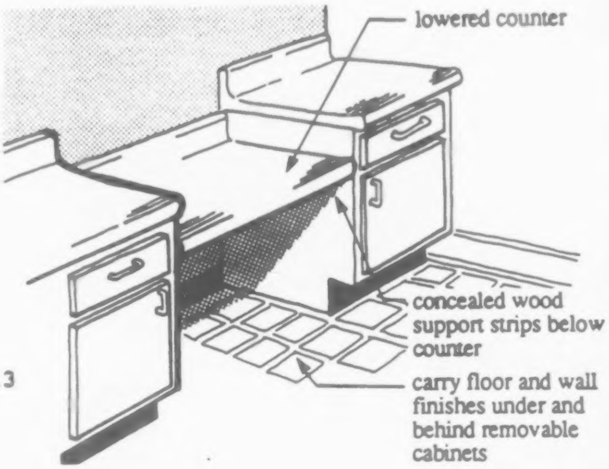

base cabinet removed
top lowered
appearance and pipe protection cover installed
ANSI required clear floor space

Movable Wood Support Strips for Adjusting Counter Height


metal threaded inserts under counter to receive screws
countertop with finished ends
metal threaded inserts to receive screws
movable wood supports attach to side cabinets and top with screws
adjacent cabinet walls 1/2" thick or reinforced

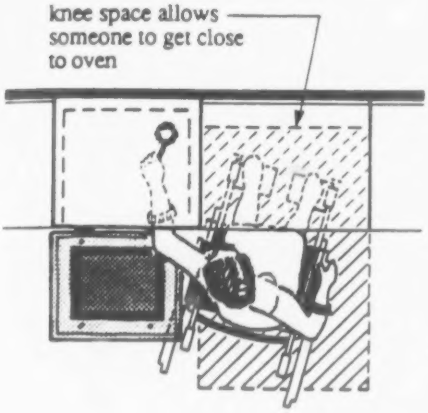
X.13

Lowered Counter Attached to Movable Wood Support Strips


lowered counter
concealed wood support strips below counter
carry floor and wall finishes under and behind removable cabinets

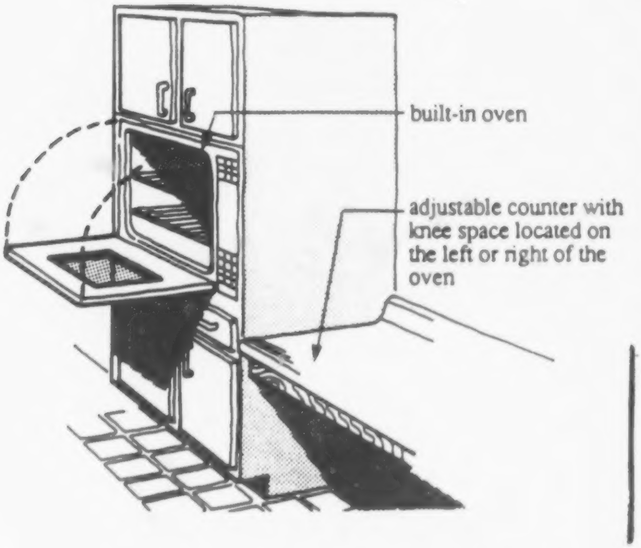
ADAPTABLE KITCHEN AREAS

Locating the knee space next to the oven makes it easier and safer for a disabled person to move hot items from the oven.


knee space allows someone to get close to oven

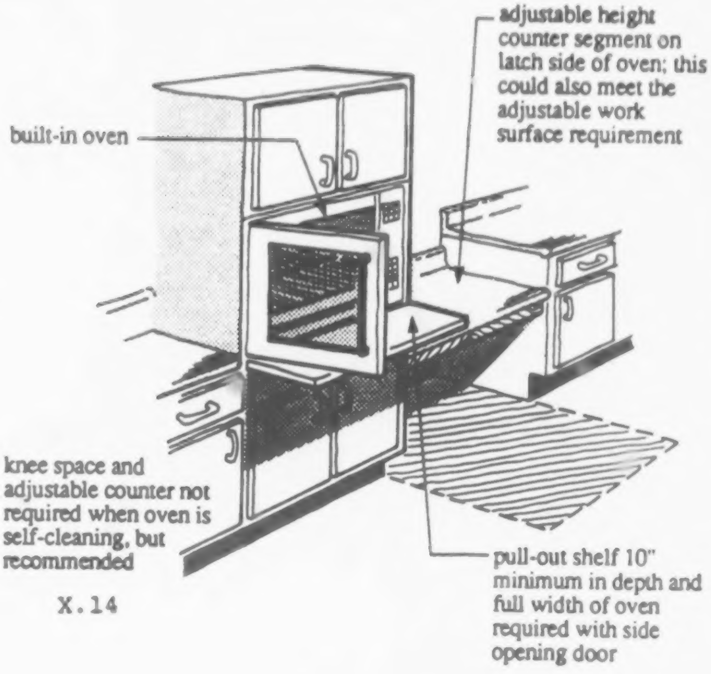
Use of Knee Space Next to Oven

Work Surface at Oven with Drop-front Door


built-in oven
adjustable counter with knee space located on the left or right of the oven

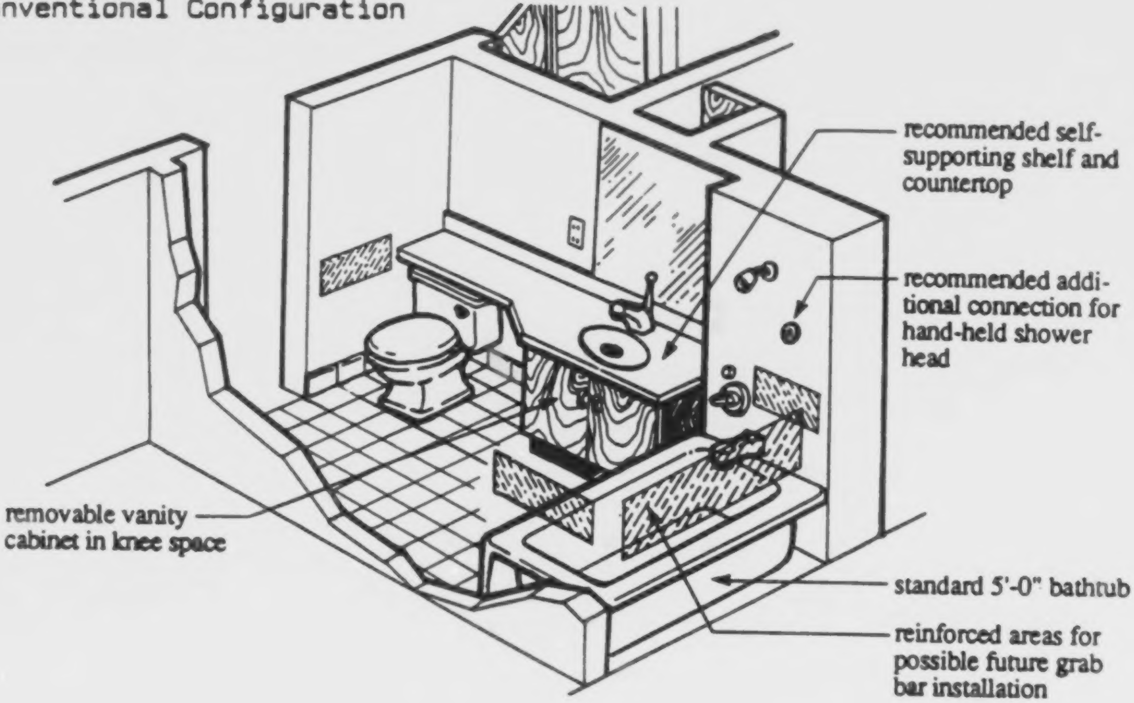
Pull-out Shelf at Oven with Side-opening Door

When an oven with a side-opening door is used, a pull-out shelf located beneath the oven must be installed. The shelf is used as a transfer surface for dishes as they are placed into or taken out of the oven. When not needed, the shelf is pushed back into the oven cabinet. When an oven with a drop-front door is used, the pull-out shelf is not needed because the door serves as a transfer shelf.

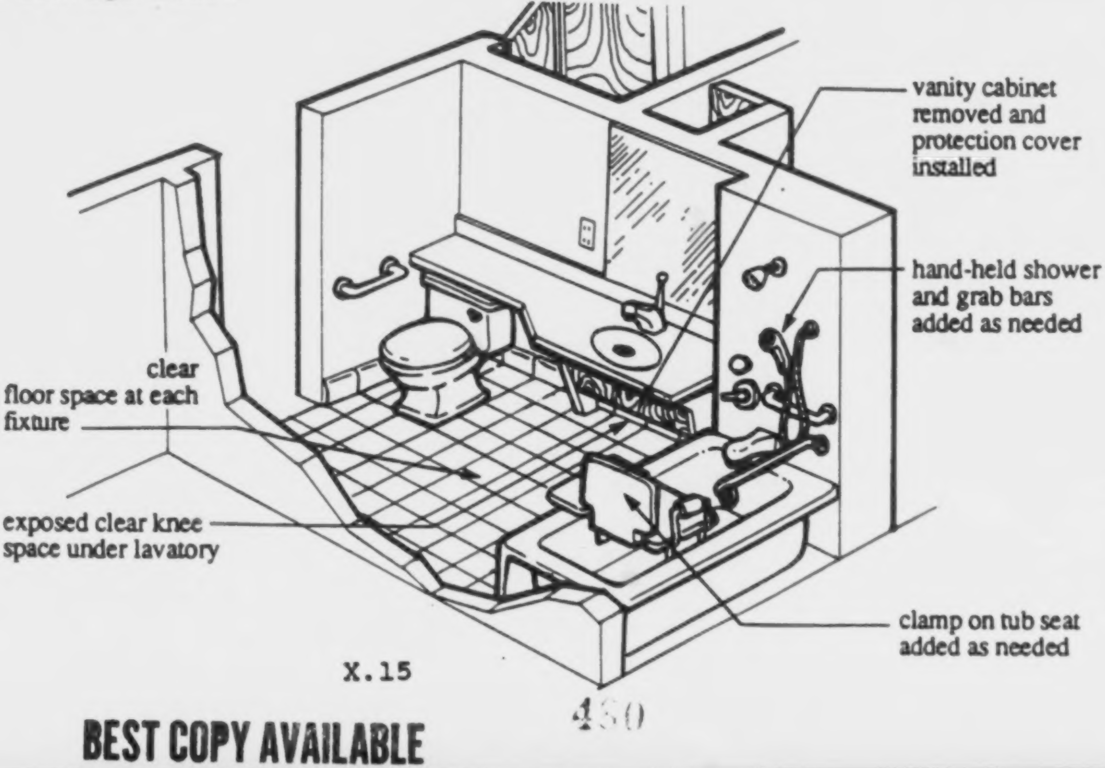

adjustable height counter segment on latch side of oven; this could also meet the adjustable work surface requirement
built-in oven
knee space and adjustable counter not required when oven is self-cleaning, but recommended
pull-out shelf 10" minimum in depth and full width of oven required with side opening door

ADAPTABLE BATHROOMS

Adaptable Bathroom in
Conventional Configuration


recommended self-supporting shelf and countertop
recommended additional connection for hand-held shower head
removable vanity cabinet in knee space
standard 5'-0" bathtub
reinforced areas for possible future grab bar installation

Adaptable Bathroom in
Adjusted Configuration


vanity cabinet removed and protection cover installed
hand-held shower and grab bars added as needed
clear floor space at each fixture
exposed clear knee space under lavatory
clamp on tub seat added as needed

BEST COPY AVAILABLE

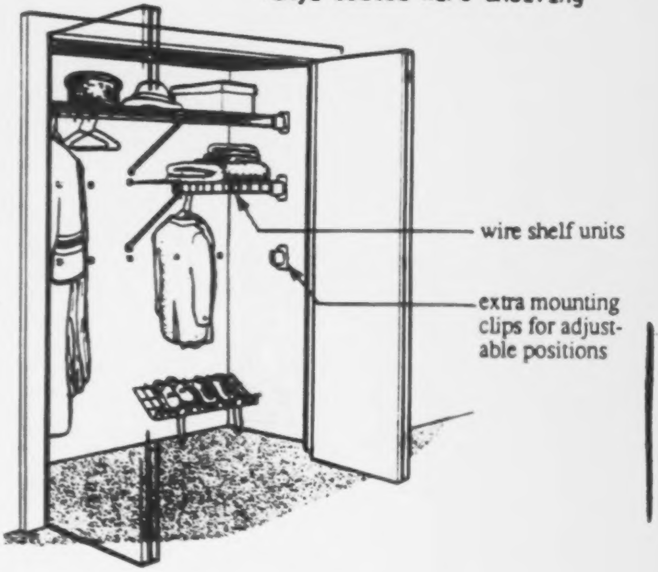
STORAGE

Accessible storage must be provided wherever storage is provided in the dwelling including the kitchen, bathroom, bedrooms, and hallways. Several methods can be used to provide storage that can be adapted to the needs of the occupant.

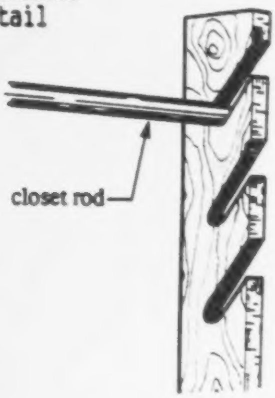
One method is to use ventilated shelving which is available in pre-packaged or custom fitted versions. These products provide shelves that can be easily changed in height, both low and high closet rods, and add-on baskets that can increase the amount of storage at any height.

Standard closet storage can be made adaptable with shelves and closet rod supports that adjust in height to meet the needs of seated and standing people.

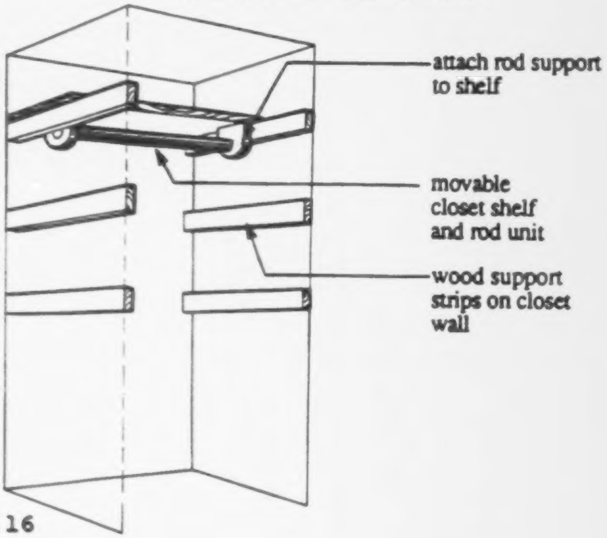
Accessible Storage in Closets Using Vinyl-coated Wire Shelving


wire shelf units
extra mounting clips for adjustable positions

Recommended Adjustable Closet Rod Detail



Recommended Adjustable Closet Shelf and Rod Unit


attach rod support to shelf
movable closet shelf and rod unit
wood support strips on closet wall

Handout: Adaptations for Disabled Persons

Here are some more suggestions for making things easier and more convenient for physically disabled persons, particularly wheelchair users.

Kitchen

Microwave ovens - because they cook faster and can be put at any height.

Dishes, mixing bowls, etc. that are not heavy.

Mixing bowl holder - cut a circle in a pull-out cutting board for the bowl to set in.

Magnetic racks, shelves, cabinets' and/or pegboard between the counter top and upper cabinets provide storage within easy reach for a number of often used articles.

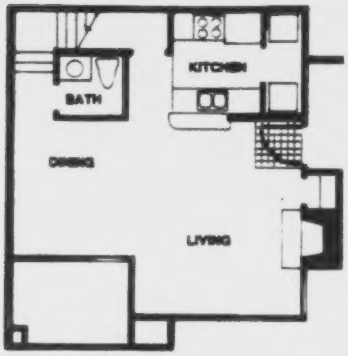
Floors

Avoid small area rugs.

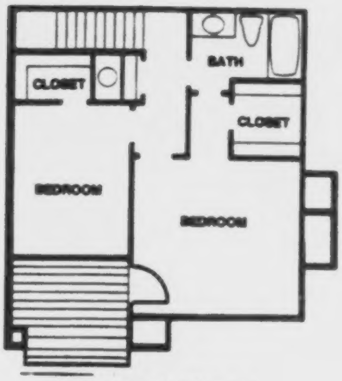
Thick carpeting is hard for a wheelchair user. Use low-pile carpet or hard surface floors.

X, A, 2

Activity: READING APARTMENT FLOOR PLANS


KITCHEN
BATH
DINING
LIVING

First Floor

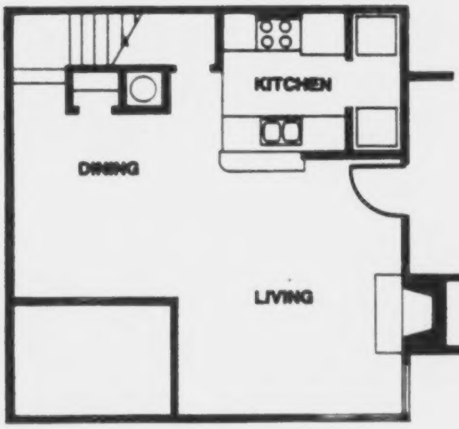

CLOSET
BATH
CLOSET
BEDROOM
BEDROOM

Second Floor

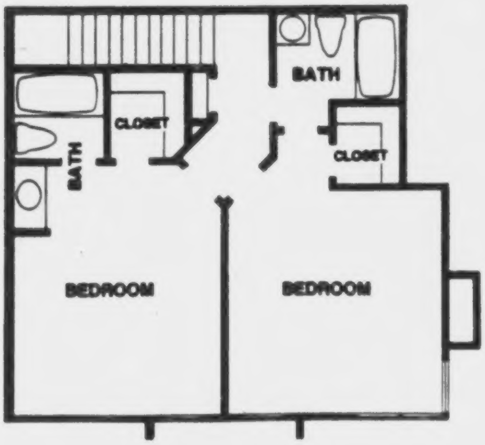
Directions:

Locate the following. Draw a line leading to that feature on one of the townhouse plans.

1. **Kitchen sink**
2. **Range for cooking**
3. **A "half" bath**
4. **Toilet**
5. **Bath tub**
6. **Bathroom sink**
7. **Hot water heater**
8. **Washer/dryer**
9. **Fireplace**
10. **Front door**
11. **Stairs**
12. **Patio (first floor)**
13. **Balcony (second floor)**
14. **Closet**
15. **Walk-in closet**
16. **Storage area under a stairway.**


KITCHEN
DINING
LIVING

First Floor


BATH
CLOSET
BATH
CLOSET
BEDROOM
BEDROOM

Second Floor

Activity: READING APARTMENT FLOOR PLANS

Directions: Use the apartment floor plans below to answer the questions. Some have more than one answer.

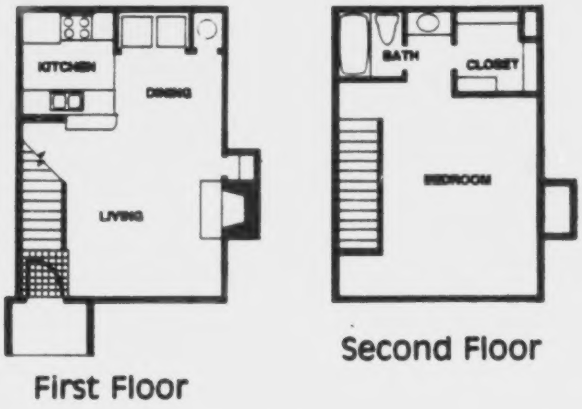
Which units have:

1. ______ 2 bathrooms
2. ______ a fireplace
3. ______ a washer and dryer
4. ______ walk-in closets
5. ______ 3 closets
6. ______ 1 1/2 bathrooms

Which unit (units) is best for:

7. ______ a person living alone who has difficulty with stairs
8. ______ 2 persons who have difficulty with stairs.
9. ______ a single person that has no difficulty with stairs.
10. ______ a person that wants an upstairs balcony.

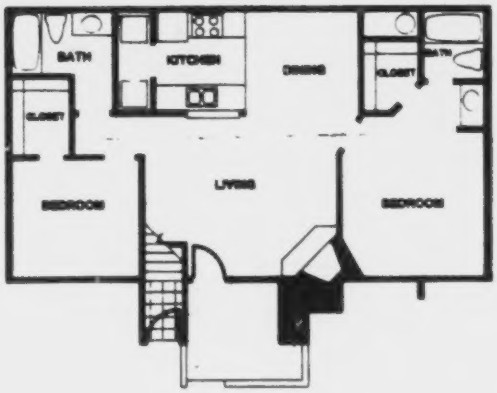
A. One bedroom townhouse


KITCHEN
DINING
LIVING
BATH
CLOSET
BEDROOM

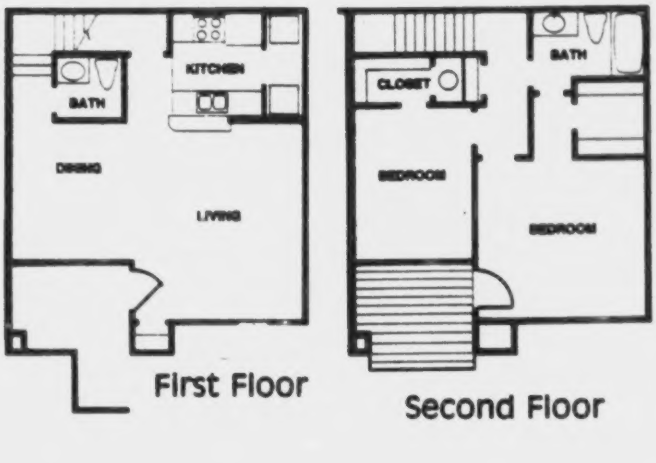
Second Floor

First Floor

C. Two bedroom garden


BATH
KITCHEN
DINING
CLOSET
BATH
CLOSET
BEDROOM
LIVING
BEDROOM

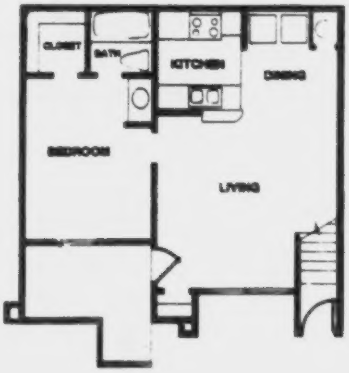
B. Two bedroom townhouse


BATH
KITCHEN
DINING
LIVING
CLOSET
BATH
BEDROOM
BEDROOM

First Floor

Second Floor

D. One bedroom garden


CLOSET
BATH
KITCHEN
DINING
BEDROOM
LIVING

Handout: Lease for Rental Property

LEASE

AGREEMENT of LEASE: Made as of September 17, 1988, between George M. Smith, the Landlord, and James F. Peterson, the Tenant. The landlord hereby leases to the tenant, Apartment 24, at 671 Main Street for a term of one year to commence on October 1, 1988, and end on September 30, 1989, both dates inclusive. Tenant has the right to renew the lease unless landlord gives tenant 30 days written notice. New lease will be signed 30 days prior to termination of this lease. Cooking range and refrigerator are furnished in the apartment.

The monthly rental shall be $325., payable on the first day of each month in advance beginning on October 1, 1988. In addition the tenant will deposit one month's rent, $325 as security deposit. Security deposit of $325 to be held by the landlord until tenant vacates the property. Deposit is returned to the tenant within 10 working days upon inspection of property for damages after tenant vacates. Any failure of the tenant to pay rent or other charges promptly when due, shall at the option of the landlord, forthwith terminate this tenancy. No utilities are covered by this rent.

Tenant shall maintain the premises in a clean and sanitary condition. Tenant shall not sublet premises without the landlord's written consent. Tenant hereby waives all right to make repairs at the expense of the landlord. All alterations, additions, or improvements made in and to said premises shall be the property of the landlord and shall remain on and be surrendered with the premises. No pets of any kind will be allowed on the premises without the written consent of the landlord.

Landlord will provide all exterior maintenance. Landlord reserves the right to enter the premises for inspection, maintenance or to show property with a 24 hour notice.

______________________ ______________________ ______________
Landlord's Signature Tenant's Signature Date

Handout: BEFORE SIGNING A LEASE

Before you sign a lease, be sure you understand everything in it. You may want to ask someone else for advice. If there are any "extras" that the landlord has verbally agreed to do (install new light fixture, paint a room, etc.), add a clause to the lease to state what they are. That way the promise will be in writing.

You should know the answer to these questions:

1. What is my monthly rent for this apartment? When is the rent due? To whom is it paid? Does my rent include utilities?

2. What is the term of this lease? (One, two-, and three-year leases are common. If there's a strong possibility you'll be moving in the near future, a short lease would be preferable. However, rents are always on the rise, so a longer lease might guarantee you a fixed rent for a longer period.)

3. Are there escalation clauses in the lease that will increase my rent during its present term?

4. On what date can I have occupancy of the apartment?

5. How much is the security deposit for this apartment? Is the deposit refundable, and under what conditions? How long will it take to get my deposit back when I vacate the apartment?

6. What alterations, if any, can I make to the apartment? How often will the apartment be painted? Who determines when any furnishings that come with the apartment should be replaced?

7. Are pets allowed in the building?

8. Do I have the right to sublet my apartment if I must move out before the lease expires?

9. If I have a roommate and both our names are on the lease, what will happen to the lease if one of us moves out?

10. Do I have the right to renew the lease when it expires? For how long? Should I expect an increase in rent when I renew?

NAME ______________________________

APARTMENT ADS

The newspaper shows the following advertisements:

Apartment A	Apartment B	Apartment C
$150 Nice 1 br., free util., stv./frg./cptg. 2nd flr. Adults only. Pets o.k., if sml. 211-4077	$130 MODERN 1 Bdrm. Stv./frig. Xlnt. trans. 224-3737	$165 Just painted. 1 br. 1st fl. New cptg. Adlts. No pets. Near bases. 757-4469

Directions: Answer each of these questions by circling the letter of the best answer. Consider only the information given in the advertisements.

1. Which apartment would appeal to a person in the military?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

2. If you need to take a bus to work each day, which apartment probably would be best for you?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

3. In which apartment would the cost of electricity be covered by your rent?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

4. If you find it difficult to climb stairs, which apartment probably would be best for you?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

5. Do any apartments allow pets?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

6. If you have children, which apartment probably would be best for you?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

7. If you had your own rugs, which apartment probably would be best for you?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

8. If you owned your own stove and refrigerator, which apartment probably would be best for you?

   A. Apartment A
   B. Apartment B
   C. Apartment C
   D. I don't know

X, A, 3

Handout: RENTAL CHECKLIST (Part One)

Directions: Does the apartment you have found score high on the Rental Checklist? Answer all of these questions about the apartment you found.

APARTMENT

YES NO

___ ___ Is the floor plan convenient? Is there enough space for the furniture?

___ ___ Is the apartment clean and well maintained? Is the paint not peeling? Is the plaster not cracked?

___ ___ Will the apartment be repainted by the landlord? If not, can you redecorate at your own expense?

___ ___ Is there enough storage space? If not, is extra storage space available in the building?

___ ___ Is a stove and a refrigerator provided? Do they work properly?

___ ___ Are the kitchen cabinets and sink in good condition?

___ ___ Are the bathroom fixtures and tiles in good condition?

___ ___ Does the plumbing work properly? Is there adequate hot water?

___ ___ Do the windows open and close easily? Are locks provided? Are screens provided? Are any windows broken?

___ ___ Are window shades, blinds or curtains provided?

___ ___ Are the floors in good condition? Is carpeting provided?

___ ___ Do all the light fixtures, switches, and outlets work? Is the electrical system adequate and safe?

___ ___ Do the heating and air conditioning systems work properly? Can you control the temperature?

___ ___ Is there good ventilation? Does the kitchen have an exhaust fan?

___ ___ Does the door lock securely? Is there a double lock? Is there a peephole?

___ ___ Is there a smoke alarm?

___ ___ Is the apartment completely accessible to disabled persons?

Handout: RENTAL CHECKLIST (Part Two)

BUILDING

YES NO

___ ___ Is the outside of the building and grounds well maintained?

___ ___ Are the hallways and lobby clean and well lighted?

___ ___ Is an elevator provided?

___ ___ Does it work properly?

___ ___ Are laundry facilities available? Are they clean and well maintained?

___ ___ How is trash disposed?

___ ___ Are there any signs of insects, rats, or mice?

___ ___ Are fire exits provided?

___ ___ Are there any extra facilities that you would enjoy, such as backyard, pool, or tennis court?

___ ___ Are the neighbors quiet?

___ ___ Does a manager or superintendent live in the building? If not, whom do you contact for maintenance?

NEIGHBORHOOD

YES NO

___ ___ Is it located near your work or school?

___ ___ Is public transportation available?

___ ___ Is there adequate parking space?

___ ___ Is it quiet with little traffic noise?

___ ___ Is it a neighborhood where you would feel safe?

X RESOURCES/REFERENCES

References:

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Bostrom, James A., Ronald L. Mace, A.I.A., and Maria Long. *Adaptable Housing*. Raleigh, North Carolina: Barrier Free Environments, Inc., 1987. (A technical manual for implementing adaptable dwelling units specifications, created for the U. S. Department of Housing and Urban Development, Office of Policy Development and Research)

Brolin, Donn E., Ed. *Life Centered Career Education: A Competency Based Approach*. Reston, Virginia: The Council for Exceptional Children, 1978.

Cole, Jean A., Jane C. Sperry, Mary Ann Board, Lex Frieden. *New Options Training Manual*. Houston: The Institute for Rehabilitation and Research, 1979.

Johnson, William L. and Dianne Macdonald. *Housing And Paying For A Car*. Chatsworth, California: Opportunities For Learning, 1982.

King, Carol J. *Buying With Sense*. Belmont, California: Fearon Education, 1980.

Leavitt, Karen J. *Discover The World Of Independent Living*. Euclid, Ohio: Services For Independent Living, 1984.

Office of Housing Services. *Virginia Landlord/Tenant Handbook*. Richmond, Virginia: Virginia Department of Housing and Community Development, 1983.

Oppenheim, Irene. *Living Today*. Mission Hills, California: Glencoe Publishing Co., 1988.

A Place Of Our Own: Tips For Mentally Retarded People Living In The Community. Washington, D.C.: The President's Committee on Employment of the Handicapped.

Resources:

Independent Living Centers - many offer housing services.

Rehabilitation Engineers from Virginia Department of Rehabilitative Services.

Virginia Department for Visually Handicapped - mobility and other services for blind persons.

Virginia Polytechnic Institute Extension specialists.

XI

FOODS/COOKING

Introduction

The purpose of this chapter is to learn about food from the perspective of making nutritious food choices, preparing food in a safe and sanitary way, and to become familiar with specific methods of cooking.

Food that is prepared correctly and has high nutritious value is basic to good health. Disabled persons must be particularly knowledgable about cooking methods which insure nutritious foods. Many times the methods of food preparation have to be altered to accommodate a physical disability. Energy-saving ways of cooking or short-cuts may need to be learned. For severely disabled students who will not prepare food themselves, it is especially important to select foods wisely.

FIELD TESTING RESULTS

Chapter XI, Foods/Cooking, was field tested in a Special Education class of eight (8) students who are mentally retarded.

The Performance objectives, evaluation methods, checklists, and activities were found to be very useful and appropriate for the students. The most favored activities were in Competency A on nutrition and in Competency B on meal preparation. The activities that proved the most difficult for these students were related to the concepts of calories, nutrient-plus and nutrient-limited foods.

XI.

FOODS/COOKING

A. Competency: Select nutritious food.

DRAFT

Performance Objective:

Given a list of foods, select items to represent one day's menus (for three meals). Foods selected must comprise nutritiously balanced meals. Student must get four of five items correct on checklist.

-See Appendix for Evaluation, "Selecting Nutritiously Balanced Meals," and Evaluation Checklist, "Nutritiously Balanced Meals."

1. Enabling Objective: Use the "Basic Four Food Groups" to classify foods and identify nutrients and the function they serve.

Content:

Study of the BASIC FOUR will probaby be a review for many students. Posters of the BASIC FOUR should be available for display. (Available from Virginia Tech Extension Service or Dairy and Food Nutrition Council).

1.) Terminology:

	Food Group	Nutrients	Servings Needed Daily
a.)	Milk	Calcium, Riboflavin, Protein	4
	Meat	Protein, Niacin, Iron, Thiamin	2
	Fruit/Vegetable	Vitamin A, Vitamin C	4
	Grain	Carbohydrates, Thiamin, Iron, Niacin	4

b.) Combination foods--contain foods from 2 or more groups (pizza, tacos, casseroles, cheeseburger, chef salad, submarine sandwich)

c.) "Others"--a category of foods that contain few nutrients: sweets, fats, chips, condiments, soft drinks, alcoholic beverages.

The BASIC FOUR is often called "4, 2, 4, 4," because of the number of servings needed daily from each group for students of this age.

-See Appendix for "Nutrition Vocabulary."

2.) Nutrient-plus and Nutrient-limited foods:

The ratio of nutrients to calories determines whether a food is in one of the Basic Four Food Groups or in the "Others" category.

Nutrient-plus foods have greater amounts of nutrients in proportion to calories.

Nutrient-limited foods have a greater amount of calories in relation to nutrients.

3.) Variety in the diet is necessary to get all the nutrients needed for good health. No one food group contains all the nutrients needed.

Note to teachers: Food nutrient Comparison Cards published by the National Dairy Council and available for purchase from the Dairy Food and Nutrition Council are excellent aids to demonstrate the amount of nutrients in various foods.

-See Appendix for Food Nutrient Comparison Charts.

Activities:

- o Use the BASIC FOUR poster or pictures to explain foods in each group and how many servings are needed per day from each group.

- o Use pictures of food (cut from magazines) and ask students to place the pictures in the proper group. Be sure to have foods representative of the "Others" group. Ask students to contribute pictures from magazines at home.

- o Discuss the function of various nutrients found in food.

  -See Appendix for, "Nutrition Vocabulary."

- Have a drawing contest. Students illustrate the function of each nutrient. Include:

  Protein -- builds strong muscles and helps the body grow.
  Carbohydrates -- supply energy.
  Vitamin A -- helps people see in the dark.
  Vitamin C -- helps heal cuts and wounds.
  Thiamin -- keeps nervous system healthy.
  Riboflavin -- keeps skin healthy, helps vision.
  Niacin -- keeps skin and digestive tract healthy.
  Calcium -- keeps teeth and bones strong.
  Iron -- builds healthy blood, helps fight infection.

- Discuss Combination Foods. Students select a combination food and tell the food groups represented.

- Discuss the concept of nutrient-plus and nutrient-limited foods.

- Use the "Case Studies" activity to analyze whether daily food intake supplies the necessary nutrients.

  -See Appendix for activity, "Case Studies."

B. Competency: Identify and use appropriate skills for meal preparation.

Performance Objective:

Given a recipe, utensils, and appliances, prepare food. Student must score eight out of ten items correctly on a checklist which will cover the topics of practices of safety, sanitation, cooking terminology and equipment identification.

-See Appendix for Evaluation Checklist, "Meal Preparation Skills."

1. Enabling Objective: Identify safety and sanitation procedures to follow when handling food.

   Content:

SANITATION

Bacteria and mold are disease-causing agents that cause illnesses such as nausea, cramps, pain, fever, and sometimes death. Raw meats, dairy products and eggs are the foods which cause the most problems.

WAYS TO AVOID FOOD-BORNE ILLNESSES

A. In the store

   -- Shop in stores that are clean and neat
   -- Take food home immediately after a shopping trip and store it properly.
   -- Buy packages that are well-sealed and in good condition. Do not buy or use bulging cans.
   -- Buy perishable foods in smaller quantities.

B. At home

   1. Storing food

      -- Put canned or packaged food in a clean, dry place.
      -- Keep the refrigerator at 40°F or below. The freezer temperature should be 0°F or below.
      -- Thaw frozen foods in the refrigerator--not at room temperature or in warm water.
      -- Frozen food should be tightly wrapped in foil, freezer paper or heavy duty plastic wrap. Label and date packages.
      -- Refrigerate leftovers immediately. Label and date leftovers.
      -- Do not store things too long in refrigerator.

2. Personal cleanliness

   - Always wash hands with soap before preparing food.
   - Avoid touching hair, nose, etc. or anything that carries germs while cooking.
   - Tasting food is only done with clean utensils that are never put back into the food.

3. Preparing food

   - Wash fresh foods before cooking.
   - Wash food preparation surfaces. Use only clean utensils.
   - Keep kitchen area clean while you work, cleaning up food scraps.
   - If food does not smell or look right, dispose of it. Never taste it first.

SAFETY

- Wipe up spills promptly to prevent falls.

- Keep cabinet doors and drawers shut while you are working.

- Use pot holders to hold hot pans.

- Turn pot handles away from the edge of the stove so they won't be accidently upset.

- Handle knives carefully. Wash sharp knives separately, dry them, and put them away immediately. Store knives and other sharp utensils in a knife rack or separate container. When cutting, use a cutting board, and slant the knife blade away from you.

- Never stick fingers or other objects in an appliance unless it is unplugged. Toasters, blenders, food processors, and other appliances can be dangerous.

- Keep flammable items such as towels, pot holders, curtains, and paper products away from the stove and other appliances.

- Be sure to turn off appliances after use.

- Clean exhaust hoods and fans frequently to prevent buildup of flammable grease.

- Do not leave the kitchen with something cooking on top of the stove.

Activities:

- o Discuss safety and sanitation practices. Students complete activity sheets.

  -See Appendix for activities,

  "Checking Yourself on Personal Cleanliness,"
  "Handling Food Safely," and
  "Safety in the Kitchen."

- o Role play situations that illustrate good and bad practices of safety and sanitation.

2. Enabling Objective: Identify and use appropriate methods of food preparation, utensils and equipment, and cooking terminology.

Activities:

- o Tour the Foods Lab. Identify equipment and utensils in lab. Complete activity sheet.

  -See Appendix for activity, "Identifying Kitchen Utensils."

- o Using equipment and utensils in Foods Lab, discuss and demonstrate cooking techniques. Students should be involved in the demonstration, also. Use the handout as a guide for discussion.

  -See Appendix for student handout, "Cooking Definitions."

- o Select recipes appropriate for the group. Students prepare a recipe. The Appendix includes recipes for classroom use.

  -See Appendix for, "Recipe Collection."

XI. A.

NAME ______________________________

Evaluation: Selecting Nutritionally Balanced Meals

Directions: Use the following list of foods, or select foods from pictures. Choose food for one day (3 meals). Foods from the list may be used more than once. Tell the number of servings from each group of the Basic Four you will have for the entire day.

Glass of milk
Whole wheat bread (2 slices)
1 egg
Glass of tea
1 baked potato
1 cup cake

Glass of orange juice
1 pork chop
1 slice of cheese
1 bowl of cereal
1 candy bar
1 bowl of ice cream

Green beans, 1 serving
Glass of Pepsi
Tossed salad, 1 serving
1 orange
1 roll
Yogurt, 1 serving

Breakfast

____
____
____
____
____
____

Lunch

____
____
____
____
____
____

Dinner

____
____
____
____
____
____

Snack

____
____
____
____

Number of servings:

Milk Group ______________________________

Meat Group ______________________________

Fruit/Vegetable Group ______________________________

Grain Group ______________________________

Do you have 4-2-4-4 variety? __________

Do you have variety from each group? __________

XI. A

NAME ______________________

DATE ______________________

SCORE ______________________

Evaluation Checklist: NUTRITIONALLY BALANCED MEALS

Directions to teacher: Score the checklist based on the student's performance on the Evaluation IX, A, "Selecting Nutritionally Balanced Meals."

ITEM	YES	NO
1. The student selected 4 servings from the Dairy group.		
2. The student selected 2 servings from the Meat group.		
3. The student selected 4 servings from the Fruit/ Vegetable group.		
4. The student selected 4 servings from the Grain group.		
5. The student chose foods representing 4-2-4-4 variety.		
TOTAL		

NUTRITION VOCABULARY--PART 1

Calcium: A mineral needed to build bones and teeth and to maintain bones. Approximately 99 percent of the body's calcium is in the skeleton. In addition, this nutrient plays a role in regulating body processes such as blood clotting, muscle contraction and relaxation, and the body's ability to respond to stimuli. Foods in the Milk Group are good sources of calcium.

Calorie: Unit used to measure energy. Calories measure both the energy supplied by food and the energy used by the body for physical activity and normal body functions.

Carbohydrate: A nutrient that supplies energy to the body in the amount of 4 Calories per gram. Foods in the Grain Group are good sources of carbohydrates.

Combination Foods: Foods that combine two or more of the Four Food Groups. Combination Foods provide the same nutrients as the food groups they combine. Pizza, tacos, casseroles, and sandwiches are examples of Combination Foods.

Energy: Needed for growth, for physical activity, and for maintaining body processes such as respiration and digestion. Energy comes from three nutrients in food--protein, carbohydrate, and fat.

Enrichment: The addition of thiamin, riboflavin, niacin, and iron to some foods in the Grain Group to compensate for the loss of these nutrients during processing. The amounts added are approximately equivalent to those originally present in the whole grain.

Fat: A nutrient that contributes energy at 9 Calories per gram. Fat also supplies essential fatty acids and serves as a carrier of the fat-soluble vitamins A, D, E, and K.

Fortification: The process of adding nutrients to food in amounts greater than those naturally occurring. The addition of vitamin D to milk is an example of fortication.

Four Food Groups: System of classifying foods that translates nutrient recommendations into useful, daily eating patterns. Based on their nutrient content, foods are grouped into one of Four Food Groups: Milk, Meat, Fruit-Vegetable, or Grain; or into the "Others" category.

Iron: A mineral that is an important part of hemoglobin in the red blood cells. Hemoglobin carries oxygen from the lungs throughout the body. The nutrient iron is also needed for the use of energy in the cells and for resistance to infection. Foods in the Meat Group and the Grain Group are good sources of iron.

NUTRITION VOCABULARY--PART 2

Minerals: Nutrients from the earth that occur in small amounts in food and beverages. Minerals are essential for the structure of body cells and in regulating body processes. Calcium and iron are examples of minerals.

Niacin: A vitamin necessary for carbohydrate utilization, fat synthesis, and cell respiration. This nutrient also helps maintain healthy skin, the nervous system, and the digestive tract. Foods in the Meat Group and the Grain Group are good sources of niacin.

Nutrient: A chemical substance in food that works together with the body's own chemicals to provide energy; to build, repair, and maintain body tissues; and to regulate body processes. Nutrients are organized into the following six classes: protein, fat, carbohydrate, vitamins, minerals, and water.

Nutrient-Limited Food: A food that has more calories in relation to nutrients.

Nutrient-Plus Food: A food that has more nutrients in relation to calories.

Nutrition: The sum of all the processes by which the body uses food for energy, maintenance, and growth.

"Others" Category: Foods not included in the Four Food Groups because of their low nutrient content. These nutrient-limited foods include sweets, fats and oils, chips and related products, alcohol, other beverages, and condiments.

Protein: A nutrient that is essential for growth. Protein is needed to build and maintain body tissues, to regulate body processes, and to supply energy. Protein supplies 4 Calories per gram. The best sources of protein are foods from the Milk Group and the Meat Group.

RDA (Recommended Dietary Allowance): The amounts of essential nutrients known to meet the needs of almost all healthy people. RDA's are established based on available scientific knowledge. There are RDA's for 17 nutrients. Recommendations vary depending on age and sex.

Riboflavin (Vitamin B_2): A nutrient that plays a role in the utilization of energy within body cells. Riboflavin is also essential for healthy skin and good vision in bright light. Foods in the Milk Group are good sources of riboflavin.

NUTRITION VOCABULARY--PART 3

Thiamin (Vitamin B_1): A nutrient that is essential for the use of carbohydrates for energy. Thiamin is also needed for maintaining normal appetite, muscle tone, and nervous system functioning. Foods in the Meat Group and the Grain Group are good sources of thiamin.

Vitamin A (Retinol): A nutrient that is essential for the growth of all cells and for maintaining the mucous membranes that line the eyes, respiratory tract, and digestive tract. In addition, vitamin A helps eyes adapt to changes in light intensity--making night vision possible. Foods in the Fruit-Vegetable Group are good sources of vitamin A.

Vitamin C (Ascorbic Acid): A nutrient that is necessary for the formation of connective tissues that bind body cells together. It also helps heal wounds and bones and helps maintain the elasticity and strength of blood vessels. Foods in the Fruit-Vegetable Group are good sources of vitamin C.

Vitamins: Nutrients needed in very small amounts that are essential for life and must be included in the diet. Although vitamins do not supply energy ro build tissue, they enable the body to use food.

Water: A nutrient that is a part of all body tissues and fluids. It is also the most abundant substance in the body. Water is essential for maintaining body temperature, respiration, and the chemical reactions that enable the body to digest and use food.

Whole-Grain: Grain that contains the bran and the germ sections. The bran contains fiber that is often removed in processing.

XI. A

NAME ______________________________

Activity: CASE STUDIES

Directions: Here is a list of food eaten in one day by two people. Read the list of foods eaten by Steve and Betsy. Then answer the questions.

STEVE

Breakfast

Banana	1
Cornflakes	3/4 cup
Milk	1 cup

Lunch

Whole wheat bread	1 slice
Peanut butter	2 tbls
Jelly	1 tbls
Whole wheat bread	1 slice
Apple	1
Chocolate milk	1 cup

Snacks

Strawberry yogurt	1 cup
Dried apricots	7 halves

Dinner

Meat patty	3 ounces
Hamburger bun	1
American cheese	1 slice
Peas	1/2 cup
Baked potato	1
Sour cream	1 tbls

Number of servings:

Milk Group ________________

Meat Group ________________

Fruit/Vegetable Group ________________

Grain Group ________________

Did Steve get his 4-2-4-4? _____

Did Steve get variety from:

Milk Group ________________

Meat Group ________________

Fruit/Vegetable Group ________________

Grain Group ________________

Activity: CASE STUDIES continued

BETSY

Breakfast

Apple juice	1/2 cup
Whole wheat toast	1 slice
Peanut butter	2 tbls
Whole wheat toast	1 slice
Milk	1 cup

Lunch

Whole wheat bread	1 slice
Peanut butter	2 tbls
Jelly	1 tbls
Whole wheat bread	1 slice
Apple	1
Milk	1 cup

Snacks

Milk chocolate bar	1.2 oz
Apple	1
Milk	1 cup

Dinner

Meat patty	3 ounces
Whole wheat toast	1 slice
Applesauce	1/2 cup
Milk	1 cup

Number of servings:

Milk Group ________________

Meat Group ________________

Fruit/Vegetable Group ________________

Grain Group ________________

Did Betsy get her 4-2-4-4? _____

Did Betsy get variety from:

Milk Group ________________

Meat Group ________________

Fruit/Vegetable Group ________________

Grain Group ________________

Which person's diet is more nutritious? ______________________________

Why? ____

____

____

____

XI. B

NAME ______________________

DATE ______________________

SCORE ______________________

Evaluation Checklist: MEAL PREPARATION SKILLS

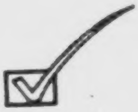
Directions: Check "YES" if the student has performed the task, "NO," if not.

TASKS: The student:	YES	NO
1. Presents a neat and clean personal appearance when cooking.		
2. Washes hands before preparing food.		
3. Does not taste or put fingers in food.		
4. Cleans food preparation area before beginning to cook.		
5. Washes fresh food before cooking.		
6. Keeps food preparation area neat and clean while working.		
7. Properly identifies cooking utensils and equipment.		
8. Handles utensils in a safe manner.		
9. Operates equipment in a safe manner.		
10. Demonstrates understanding of cooking terminology. The following definitions: Bake Chop Blend Fry Roast Beat Melt Broil Whip Mince Boil Pare Grate Sift Simmer		
TOTAL		

XI. B. 1 NAME ______________________________

Activity: CHECKING YOURSELF ON PERSONAL CLEANLINESS

Directions: Put a check in the space if any of the following statements apply to you:



1. ________ My hands are clean; I just washed them.

2. ________ My fingernails are clean and short.

3. ________ My clothes are clean.

4. ________ My hair is clean.

5. ________ My hair is not hanging loosely near my face or clothes.

6. ________ My hair has been brushed off of my clothes.

7. ________ I don't touch my pets while cooking.

8. ________ I don't touch my face while cooking.

9. ________ I don't rub or pick my nose while cooking.

10. ________ I don't touch my hair or anyone else's while cooking.

11. ________ If I need to use the bathroom, I wash my hands before returning to the kitchen.

12. ________ I don't lick spoons while I am cooking.

13. ________ I don't lick bowls while I am cooking.

14. ________ If I taste something which is cooking, I use a clean spoon and do not put it back in the pan.

How many checks do you have? ________
You should have 14.

XI. B. 1 NAME ______________________

Activity: HANDLING FOOD SAFELY

Directions: For each of the following sanitation practices, check ✓ where you have practiced or will practice each.

HOME	SCHOOL	JOB	
______	______	______	1. Wash hands thoroughly with soap and water. Be sure your fingernails are clean.
______	______	______	2. After washing, dry hands on paper towel or clean hand towel, never on a dish towel.
______	______	______	3. Keep hands away from face. Hands that have touched your face or hair are dirty.
______	______	______	4. Do not put your fingers near your nose if you are cooking.
______	______	______	5. Never comb your hair in the food preparation area.
______	______	______	6. Fasten long hair back with a ribbon, yarn or rubber band, or wear a hair net.
______	______	______	7. Do not touch anyone else's hair when you are cooking.
______	______	______	8. No cooking if you are sick.
______	______	______	9. No tasting of food during preparation and no finger licking.
______	______	______	10. Wash fresh food before cooking.
______	______	______	11. Wash food preparation areas.
______	______	______	12. Use only clean utensils.
______	______	______	13. Do not use or taste food that smells or looks bad.
______	______	______	14. Be sure a paper or plastic bag is in the garbage can.
______	______	______	15. Throw away food dropped on the floor.
______	______	______	16. Wash utensils dropped on the floor before reusing them.

XI. B. 1 NAME ____________________

Activity: SAFETY IN THE KITCHEN

Directions: Put an "X" on the line if you do the following:

1. ________ Wipe up spills promptly to prevent falls.

2. ________ Keep cabinet doors and drawers shut while you are working.

3. ________ Use pot holders to hold hot pans.

4. ________ Turn pot handles away from the edge of the stove so they won't be accidently upset.

5. ________ Handle knives carefully. Wash sharp knives separately, dry them, and put them away immediately.

6. ________ Store knives and other sharp utensils in a knife rack or separate container.

7. ________ Never stick fingers or other objects in an appliance unless it is unplugged. Toasters, blenders, food processors, and other appliances can be dangerous.

8. ________ Keep flammable items such as towels, pot holders, curtains, and paper products away from the stove and other appliances.

9. ________ Be sure to turn off appliances after use.

10. ________ Clean exhaust hoods and fans frequently to prevent build-up of flammable grease.

11. ________ Do not leave the kitchen with something cooking on top of the stove.

XI. B. 2

NAME ____________________

Activity: IDENTIFYING KITCHEN UTENSILS--Part I

Directions: Using the pictures in Part II, write the name for each utensil in the spaces below.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

20. ____________________

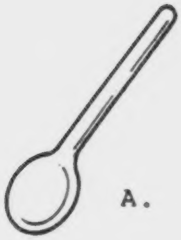
21. ____________________

22. ____________________

23. ____________________

24. ____________________

Activity: IDENTIFYING KITCHEN UTENSILS--Part II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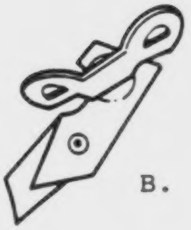
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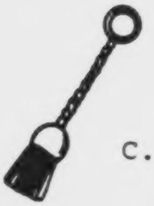
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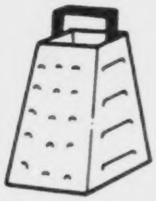
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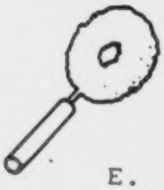
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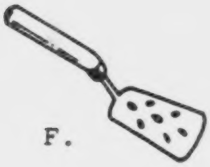
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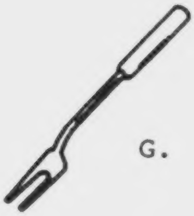
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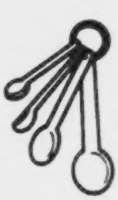
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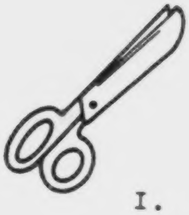
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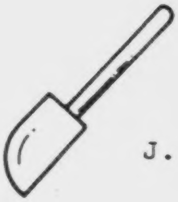
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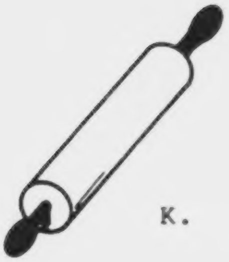
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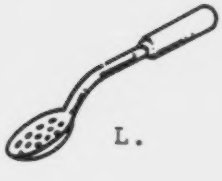
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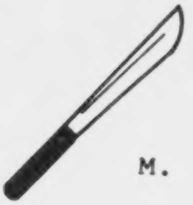
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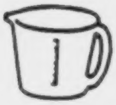
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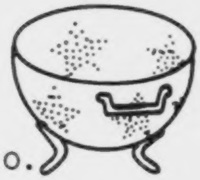
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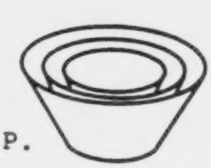
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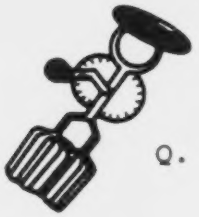
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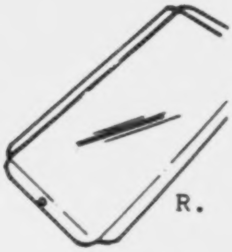
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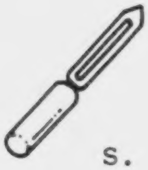
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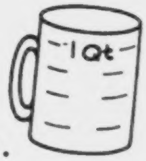

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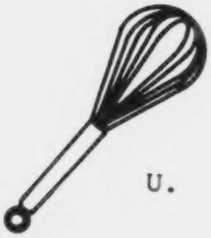
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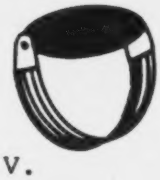
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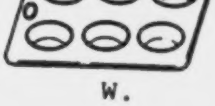
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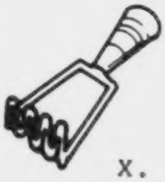
X.

Handout: COOKING DEFINITIONS

Bake: To cook in an oven.

Beat: To mix ingredients thoroughly with quick, hard movements. Can be done with a beater, mixer, or an up and down motion with a spoon, fork, or wine whisk.

Blend: To thoroughly mix two ingredients together with smooth movements. Can be done with spoon, fork, or electric blender.

Boil: To cook in water or liquid so that bubbles come to the surface.

Broil: To cook under or over a source of heat. Can be done in a stove, electric broiler, or on an outdoor grill.

Brown: To fry, bake, or toast a food until the outside is brown.

Chop: To cut in small pieces with a knife, scissors, or food chopper.

Combine: To mix two or more ingredients together.

Cube or dice: To cut into small squares.

Dredge: To cover with flour or sugar.

Fry: To cook in hot fat. Panfry and saute mean to cook in just enough fat to cover the bottom of the pan. Deep fry or French fry are done with enough fat to cover the food.

Grate: To shred food into very small pieces by rubbing it across a grater. Can also be done in a food processor or blender.

Melt: To turn a solid into a liquid by heating. Butter or margarine is often melted in a pan.

Mince: To cut into as tiny pieces as possible.

Pare: To peel the outer covering off a food. Carrots and potatoes are often pared or peeled.

Roast: To bake in dry heat. The term "roast" is usually used for meat. "Bake" is used for other foods.

Sift: To put dry powders through a sieve or sifter. Flour and sugar are often sifted for cakes.

Simmer: To cook in a liquid that is not quite hot enough for the bubbles to come to the surface and boil. Soups and stews are cooked at simmering temperatures.

Slice: To cut across into flat, thin pieces.

Whip: To beat vigorously and add air to increase volume. This means the same as "beat". Can be done with a beater, mixer, or wire whisk.

RECIPE COLLECTION

Recipes were developed by the Virginia Cooperative Extension Service, Extension Division, Virginia Polytechnic Institute and State University. Used with permission.

EGGS—THE MIXED UP FOOD

An egg is one of the most nutritious of nature's ready-packaged foods.

Eggs add goodness to eating whether the occasion is an early morning eye-opener or a late-at-night snack.

In about 5 minutes eggs can be prepared for breakfast. Scramble an egg in 2 minutes. . . .soft cook an egg in 2 to 4 minutes. . . .poach an egg in 5 minutes and team with a slice of toast, a glass of milk and a serving of fruit or juice for a hasty, tasty breakfast.

SCRAMBLED EGGS

1 egg
1 tablespoon milk
1/8 teaspoon salt
Dash of pepper

Mix egg, milk, salt, and pepper with fork or beater. If you like streaks of white and yellow in scrambled eggs, do not mix very much.

Heat 1 teaspoon of butter, margarine, or bacon drippings in a small frying pan. Don't let the fat get hot enough to turn brown or to smoke.

Pour in egg mixture. As mixture begins to set at bottom and sides, gently lift cooked portions with a spoon so that the thin, uncooked part can go to the bottom. Continue to lift and fold egg mixture gently until it is evenly cooked. Don't stir a lot or eggs will be watery. Serve immediately.

To scramble eggs for the family, allow 1 to 2 eggs for each person.

Give scrambled eggs a different flavor by adding one or more of these foods.

Onion	Cook 1 teaspoon chopped onion per egg in melted fat before adding egg mixture.
Cheese	Add 1 tablespoon shredded cheese per egg before cooking.
Bacon	Add 1/2 slice cooked, crumbled bacon per egg before cooking.
Ham	Add 1 tablespoon lean, cooked, diced ham per egg before cooking.

WESTERN SANDWICH

Cook 1 tablespoon each of chopped onion, green pepper, and cooked ham in the fat before adding the scrambled egg mixture. Serve on toast or bun

FRENCH TOAST

Dip slices of bread in scrambled egg mixture. Let bread soak up as much of the mixture as possible. Brown on both sides in a small amount of fat in a skillet or on a griddle. It will take 3 to 4 minutes to brown each side. Serve with sirup, jelly, confectioners' sugar or fruit.

SOFT CUSTARD

2 eggs
1/2 cup sugar
1 cup nonfat dry milk (dry)
1 cup cold water
1 cup hot water
1 teaspoon vanilla

Beat eggs in saucepan. Stir in dry ingredients. Add cold water gradually stirring to mix. Set over medium heat (or in pot of hot water over heat). Add hot water. Cook until custard has thickened. Stir frequently as you cook the mixture. It will take 10-20 minutes depending on how high the heat is. If the heat is too high, it's hard to keep the custard from scorching.

When custard is as thick as a milk shake, set it off the heat and stir in the vanilla. Set pan of custard in cold water to speed up cooling.

The custard is good to eat or drink. Sprinkle with nutmeg, pumpkin pie spice, or shaved chocolate. Or pour over fruit or cake for a tasty dessert.

Store in the refrigerator in a covered jar or container.

MF-504 JAB Cooperative Extension Service

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Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture, W. E. Skelton, Dean, Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

MILK & CHEESE FOODS

CHEESE CORNBREAD

1 cup flour
1 cup corn meal
1 tablespoon baking powder
1 tablespoon sugar
1 1/2 teaspoons salt
2 eggs, beaten
1 cup milk
1 cup shredded cheese*

Mix dry ingredients together in a bowl. Break eggs into a small bowl and beat with a fork. Add beaten eggs, milk and cheese to dry ingredients. Stir just enough to wet all the dry ingredients. Pour into a hot greased 8x8x2" baking pan. Bake at 425° for 20 minutes.

*If you do not have a grater, cut the cheese into small pieces.

CHEESE CHOWDER

2 medium-size carrots
2 stalks celery
1/2 cup boiling water
1/2 small onion
1 1/2 cups cup-up cheese
2 tablespoons fat (margarine or butter
1/4 cup flour
4 cups fluid milk

Chop carrots and celery. Cover, cook in boiling water about 10 minutes until tender. Chop onion. Cook onion in fat until tender. Stir flour into onion. Add milk slowly, stirring until smooth. Cook and stir until thickened. Add cheese and vegetables with cooking water to the milk mixture. Stir over low heat until cheese melts. Serve hot. Makes 6 servings, 2/3 cup each.

CHEESE DROP BISCUITS

2 cups flour
1 tablespoon baking powder
1/2 teaspoon salt
1/3 cup shortening
1 cup cut-up cheese
3/4 cup fluid milk

Mix flour, baking powder, and salt in a large bowl. Mix in shortening with a fork or 2 knives until mixture is crumbly. Stir in cheese and milk. Drop dough from tablespoon on greased baking pan. Bake at 450° F (very hot oven) about 15 minutes until lightly browned. Makes 12 large biscuits.

FUN WITH FRUIT DESSERTS

Fruits are a valuable part of the daily diet. The Daily Food Guide says that everyone needs 4 or more servings from the Fruit and Vegetable group each day. Fruits add color, flavor, and texture to meals and snacks.

Not only do fruits look good and taste good, but they're good for you. Fruits supply vitamins, minerals, carbohydrates, water, and a small amount of protein. Fruits as grown do not contain fat. Fruits are our major source of vitamin C; some also contribute vitamin A.

Many fruits are best when served raw. Fruits may be baked, stewed (boiled), fried, or panned in much the same way vegetables are prepared.

Fruits are good snack foods and are often served as dessert. Fruits may be served singly or in combinations. You may want to combine fruits for colorful and tasty fruit cups. Serve with cookies for a light and refreshing dessert.

Try these recipes featuring fruit.

FRUIT COBBLER

Filling

1 can (1 lb. 13 oz.) fruit*
2 tablespoons flour
2 tablespoons cold water

Topping

1 cup biscuit mix
1 tablespoon sugar
1 tablespoon butter or margarine
1/4 cup water or milk

Pour fruit with syrup into baking dish. Heat in oven or on top of stove. Mix flour and water together to form paste. Stir into fruit.

Mix biscuit mix and sugar together. Cut in butter or margarine. Add milk or water and stir until mixture sticks together. Drop topping by spoonsful onto hot fruit. Bake at 425°F. for about 20 minutes or until topping is lightly browned. Serve warm. Makes 6 to 8 servings.

*Canned peaches, cherries, apples, berries, fruit cocktail, or apricots can be used in this recipe. Fresh rhubarb is also very good. Use 3 cups of fresh fruit, add sugar to sweeten and 3/4 cup water.

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FRESH APPLE CAKE

1/4 cup shortening
1 cup sugar
1 egg
2 cups chopped apples (2-3 medium sized apples)
1 cup all-purpose flour
1 teaspoon baking soda
3/4 teaspoon cinnamon
1/2 teaspoon salt

Soften shortening. Gradually beat in the sugar until the mixture is light and fluffy. Break egg into a separate bowl. Beat until yolk and white are well mixed. Add to shortening-sugar mixture. Stir in chopped apples. Mix flour, baking soda, cinnamon and salt together; add to mixture in thirds. Stir only until well blended. Do not overbeat. Pour into greased and floured 8x8x2" cake pan or one of similar size. Bake at 350°F. for 45 minutes or until done. Serve either warm or cold. Makes 8 to 10 servings.

PUMPKIN COOKIES

1/2 cup shortening
1 cup sugar
2 eggs
1 cup cooked or canned pumpkin
1 3/4 cups all-purpose flour
4 teaspoons baking powder
1 teaspoon salt
3 teaspoons pumpkin pie spice
1 cup raisins
1 cup chopped nuts, if desired

Soften the shortening. Gradually beat in the sugar until the mixture is light and fluffy. Break eggs into a separate bowl. Beat until egg whites and yolks are well mixed. Add eggs and pumpkin to shortening-sugar mixture. Mix well. Mix flour, baking powder, salt, and spice together. Stir these dry ingredients into the pumpkin mixture. Mix until well blended. Add raisins and nuts, if using nuts. Drop by spoonsful onto baking sheet. Bake at 350°F. for about 15 minutes or until cookies are lightly browned. Makes 4 dozen cookies.

CATSUP PEACHES

6 tablespoons catsup
2 tablespoons brown sugar
1 can (29 oz.) peach slices or halves, drained

Mix catsup and brown sugar in saucepan or skillet. Drain peaches. (Save syrup for gelatin, fruit sauce or drink.) Pour peaches into catsup-sugar mixture. Simmer 5 minutes, or until peaches are heated through. Pour any catsup left in the pan over the peaches. Makes 6 servings.

Fruit Milk Shake
4 servings

3 cups ripe fresh fruit in season, or canned fruit in light syrup or natural juice.
½ cup nonfat dry milk powder
1 cup water or drained juice from can
8 ice cubes, crushed

1. Peel fresh fruit, or drain canned fruit. Save any liquid from the can.
2. Cut fruit into pieces, and mash through a strainer or with a fork.
3. Crush ice cubes. Put the ice cubes in a dish towel or heavy plastic bag. Crush them with a rolling pin or hammer.
4. Beat together fruit, nonfat dry milk powder, and water or drained juice. Add crushed ice and beat again.

Pineapple Sweet Potatoes
4 servings

½ tablespoon margarine
8-oz can crushed pineapple in natural juice
2 cups sweet potatoes, fresh, cooked, sliced
¼ teaspoon cinnamon
⅛ teaspoon salt

1. Heat margarine in a large frying pan. Add sweet potato slices and pineapple. Sprinkle with cinnamon and salt.
2. Simmer without a cover until most of the juice has cooked away. This may take 10 to 15 minutes.
3. Turn potato slices a few times to coat them with the pineap juice, then serve.

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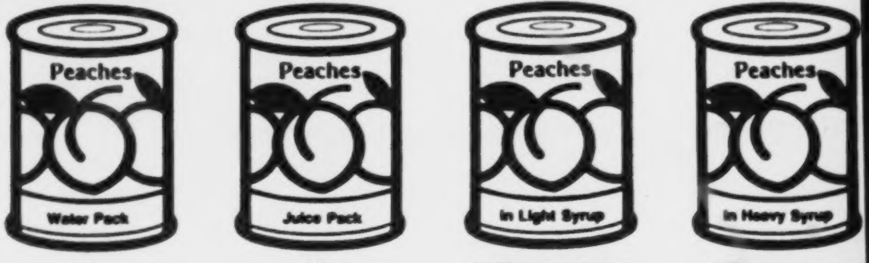
Some canned fruits are packed with added sugar.



A ½-cup serving has:	No Sugar Added	No Sugar Added	2 Teaspoons Sugar Added	4 Teaspoons Sugar Added

Baked Apple
4 servings

4 large apples
¼ cup sugar, white or brown
¼ teaspoon cinnamon or nutmeg
1 cup water

1. Cut out the core from each apple without cutting through to the bottom. Stick a fork through the apple skin on top in 3 or 4 places.
2. Put apples in a small baking dish.
3. Mix sugar and cinnamon. Put 1 tablespoon of mixture into center of each apple.
4. Pour water **around, not over,** the apples.
5. Cover dish. Bake at 350 °F for about 60 minutes, or until apples are tender.

Other Filling Ideas:

- Crushed pineapple packed in juice.
- Raisins, alone or with sugar and cinnamon.

CHICKEN DINNER

Crumby Chicken
Broccoli and Corn Casserole
Bread Butter
Milk
Baked Apples

Crumby Chicken

1 2½ to 3-lb. chicken, cut in pieces	1 teaspoon salt
1/2 cup milk	1/4 teaspoon pepper
1 cup crushed corn flakes	

Wash chicken in clean cold water. Remove any pin feathers. Dry chicken.

Put milk into flat pan or bowl. Combine crushed corn flakes, salt, and pepper on a separate plate or piece of waxed paper.

Dip each piece of chicken in milk and then roll in crushed flakes. Place in baking dish. The baking dish does not have to be greased but it will be easier to clean if it is.

Do not crowd chicken pieces in baking dish. Bake in a moderate oven (350°) about 1 hour or until drumstick is tender when pierced with a fork. If chicken gets too brown, turn or put a cover on the pan. Serves 4 to 6.

Baked Apples

Select 6 apples of as near the same size as possible. Wash apples. Remove core but do not peel. Place apples 1 deep in a greased baking dish. Fill the centers of the apples with either (1) equal parts of sugar and corn syrup, or (2) 1 1/2 tablespoons sugar, 1/4 teaspoon butter, and 1/8 teaspoon each cinnamon and nutmeg; or (3) raisins mixed with sugar.

Bake at 350° for 1 hour. Baste occasionally with syrup which gathers in bottom of dish. Serve warm.

Broccoli and Corn Casserole

1 tablespoon butter or margarine
1 can (1 lb.) cream-style corn
1 egg
1 teaspoon salt
1/4 teaspoon pepper
1 package (10 oz.) frozen chopped
broccoli, thawed

Melt butter or margarine in baking pan. Add can of cream-style corn. Break egg into small bowl and beat until yolk and white are well mixed. Add egg, salt, and pepper to corn. Break apart pieces of broccoli and add to corn mixture. If broccoli is frozen, drop in boiling water for a few minutes until pieces can be separated. Pour into greased baking dish.

Bake at 350°F for one hour. Makes 6 to 8 servings.

Market Order

These are the groceries you will need to prepare this meal for 6 people. Check to see that you have everything needed.

____ 1 frying chicken, 2 1/2 - 3 lbs.
____ 6 1/2 cups milk (1/2 cup for cooking plus 6 cups for drinking)
____ 1 egg
____ 4 tablespoons butter or margarine
____ 1 1-lb can cream-style corn
____ 1 10-oz. package frozen chopped broccoli
____ 1/4 cup raisins
____ 6 apples
____ 1 cup crushed cereal flakes
____ 8 slices bread
____ 2 teaspoons salt
____ 1/2 teaspoon pepper
____ 1/4 cup sugar

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FOODS AND NUTRITION

AN EASY SUPPER

Fluffy Meat Loaf
Low-fat French Fries
Spanish Cabbage
Garlic Bread
Milk Iced Tea
Watermelon

Fluffy Meat Loaf

1½ pounds ground beef
3 slices soft bread
1 cup milk
1 egg, beaten
¼ cup chopped onion
1¼ teaspoons salt
¼ teaspoon pepper
¼ teaspoon dry mustard*

Put ground beef in large mixing bowl. Tear bread into 1-inch pieces and add to ground beef. Add remaining ingredients. Stir just enough to mix. Pour into a loaf pan or shape into a loaf about 4 inches wide in a shallow baking dish. Bake in a 350°F oven until done--about 1½ hours. For a change, spread with 3 tablespoons catsup before baking.

Regular ground beef is probably a better buy than lean or extra-lean ground beef. Products made from regular ground beef are usually juicier and a bit tastier because of higher fat content. You can dip off the fat which cooks out if you are trying to cut calories.

*If you have prepared mustard but no dry mustard, use a scant teaspoonful.

Low-fat French Fries

1½ tablespoon butter or margarine	½ teaspoon salt
4 potatoes	½ teaspoon pepper

Melt butter or margarine in bottom of shallow baking pan. Peel potatoes and cut into ½-inch strips. Roll in melted butter or margarine. Sprinkle with salt and pepper. Bake in 350°F oven for about 45 minutes, turning frequently. Makes 4 to 6 servings.

You can bake the french fries at a higher temperature for a shorter time.

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Spanish Cabbage

2 tablespoons shortening
1 small onion, thinly sliced
1 cup tomatoes
1 small cabbage head, thinly sliced
1 small green pepper, thinly sliced
1/8 teaspoon salt

Melt shortening in a skillet or saucepan that has a lid. Add onion and cook until clear but not browned. If it browns, the shortening is too hot. Add remaining ingredients. Cover and cook over low heat until tender--5 to 10 minutes. Makes 6 servings.

You may use fresh or canned tomatoes in this recipe. Two or three medium-sized fresh tomatoes will make a cupful when peeled and chopped.

The shortening could be butter, margarine, oil, hydrogenated shortening, lard, or bacon drippings. You may like the flavor of one better than the others, or you may have to use what's on hand.

Garlic Bread

Soften ½ cup butter or margarine. Add ½ teaspoon garlic powder. Spread on slices of bread--any kind will do. Place on cooky sheet or wrap in aluminum foil. Bake at 350°F for 10 to 15 minutes.

Fresh fruits make good desserts. Watermelon is a favorite late summer fruit. You can buy whole melons or pieces. Pieces usually cost more per pound than whole melons, but pieces may still be the best buy if your family is small.

An uncut watermelon should have
--A relatively smooth surface
--Rounded ends
--A slightly dull rind
--A creamy colored underside or "belly"

A cut watermelon should have
--Firm juicy flesh
--Good red color, free from white streaks
--Dark brown or black seeds

Don't buy watermelons with
--Pale colored flesh and white streaks
--Dry and mealy or watery, stringy flesh
--White seeds

Most of the foods for this meal are cooked in the oven--the meat loaf, french fries, and garlic bread--to make wise use of the heat. For a winter meal, you might bake apples or an apple crisp for dessert.

Prepared by Jo Anne Barton, Extension Specialist - Foods and Nutrition

6 servings

3 tablespoons mayonnaise
1 teaspoon sugar
2 teaspoons lemon juice or vinegar
2 cups cabbage, finely chopped
1 medium carrot, grated
1 small red apple, diced

1. In a large bowl mix together mayonnaise, sugar, and lemon juice or vinegar.
2. Add the cabbage, carrot, and apple. Mix well.
3. Cover and chill several hours.

To Stir-Fry Fresh Vegetables:

- Heat oil in a skillet until hot. Use 1 teaspoon of oil for every 1½ cups of vegetables.
- Add bite-sized pieces of vegetables. Try these alone or together: cabbage, carrots, green beans, green pepper, onions, and tomatoes.
- Stir and turn vegetables until done.

To Simmer Vegetables:

- Put them in a pot.
- Add about ½ cup of water.
- Cover pot, simmer only until tender.

Orange-Flavored Carrots

4 servings

3 cups carrots, sliced
2 tablespoons onion, chopped
⅛ teaspoon salt
½ cup boiling water
2 tablespoons frozen orange juice concentrate
1 teaspoon lemon juice

1. Add carrots, onion, and salt to boiling water. Cover and simmer gently until carrots are tender, about 20 minutes. Drain, but save 2 tablespoons of the cooking liquid.
2. Add orange juice concentrate, lemon juice, and the cooking liquid you saved to the vegetables. Stir gently. Heat again until vegetables are hot.

Vegetable Fried Rice

4 servings

2 teaspoons oil
½ cup celery, sliced
¼ cup onion, chopped
10-oz package frozen peas and carrots
2 cups cold rice, cooked without salt
1 tablespoon worcestershire sauce
¼ teaspoon garlic powder
¼ teaspoon salt
Dash of pepper

1. Heat oil. Add celery and onion. Stir-fry for 2 minutes.
2. Add peas and carrots. Stir-fry again, turning pieces all the time until they are tender, about 4 minutes.
3. Add rice and flavorings.
4. Stir-fry until rice is heated, about 2 minutes.

SPECIAL STEW

Brunswick Stew

Carrot Sticks

Biscuits Butter

Milk

Rolled Oats Cake

BRUNSWICK STEW

1 tablespoon fat
1 medium sized onion
2 cups liquid*
2 cups cooked chicken or turkey, cut-up
2 cups cooked or canned tomatoes
2 cups cooked or canned lima beans
2 cups cooked or canned whole kernel corn
Salt and pepper to taste

Heat fat in a large pan, chop onion and cook in fat until tender. Add rest of ingredients. Heat. Makes 6 servings, about 1 1/3 cups each.

Canned chicken or turkey can be used or you can cook the chicken. Use boney pieces like the back and wings. Put them in a large pan. Add enough water to cover. Add 1 teaspoon salt and a dash of pepper. Put lid on pan and cook until chicken is tender--about 1 hour. Cool and remove bones.

*Use chicken or turkey broth, or liquid drained from the beans and corn, or water or a combination of these.

Fat - Sometimes recipes call for a special kind of fat. Biscuits are usually made with lard or shortening. Cookie and cake recipes frequently have butter or margarine because of the flavor. Bacon drippings or chicken fat could be used in the recipe for Brunswick Stew to add a special kind of flavor.

ROLLED OATS CAKE With Peanut Butter Icing

1 1/2 cups water
1 cup rolled oats
1 stick margarine
  or butter
1 cup white sugar
1 cup brown sugar
2 eggs
1 1/2 cups flour
1 teaspoon salt
1 1/2 teaspoons soda
1 teaspoon cinnamon
1 cup raisins

Put water in pan and bring to a boil. Set water off heat. Stir in rolled oats.

Add margarine or butter, white sugar and brown sugar. Stir until margarine or butter has melted and sugar has dissolved.

Break eggs into small bowl or cup. Beat slightly with a fork. Add to above mixture.

Mix flour, salt, soda, and cinnamon together. Sift or stir these ingredients until they are well mixed. Stir into oats mixture. Add raisins and stir to mix.

Grease 2 baking pans that are 8 inches square. Or grease 1 large pan that is 8 1/2 inches wide and 11 inches long. Use the wrapper from the butter or margarine. It will have enough fat left on it to grease the pans.

Pour cake batter into greased pan or pans. Put cake in oven that has been preheated to 350°F. Bake the cake about 30 minutes or until done. Spread with Peanut Butter Icing.

PEANUT BUTTER ICING

1 cup sugar
1/2 cup water
3/4 cup peanut butter

Put sugar and water into pan. Set on heat and bring to a boil. Let the mixture boil for 1 minute. Set off heat and let cool. Stir in peanut butter. Spread on hot cake. Put cake back into oven and bake 10 minutes longer.

Cooperative Extension Service

Thaw ground beef and other meats in the refrigerator. In a pinch, place the ground beef in its moisture-proof wrapper under the cold water faucet to speed-up thawing.

Beef Corn Dandy

1 pound ground beef
1 large onion, chopped
1 teaspoon salt
¼ teaspoon pepper

2 cups tomatoes
2 cups whole kernel corn
¼ pound cheese, cubed

Place ground beef, onion, salt, and pepper in a skillet. Cook and stir over moderate heat until meat is lightly browned and onion is soft. If a lot of fat cooks out of the meat, spoon-off some of the drippings before adding the other ingredients.

Add tomatoes and corn. Cover the skillet and simmer over low heat for about 30 minutes.

Stir-in cheese cubes. Cover the skillet. Turn off the heat and let stand a minute or two until the cheese melts. Makes 4 to 6 servings.

Porcupine Meatballs

2 cups canned tomatoes or tomato juice
½ cup uncooked rice
1 pound ground beef

1 tablespoon chopped onion
1 teaspoon salt
dash pepper

Put tomatoes or tomato juice in a large saucepan--one you can cover. Heat. Mix together the rice, ground beef, chopped onion, salt, and pepper. Shape the mixture into balls about an inch-and-a-half across. You should have 6 or 8 meatballs. Drop the meatballs into the hot tomatoes or tomato juice. Cover and cook over low heat for about 1 hour. The rice will be fluffy and the beef well done. Some of the grains of rice stick out of the meatballs making you think of a porcupine.

Lasagne

1 pound ground beef
1 medium onion, chopped
1 cup chopped celery
1 15 oz can tomato sauce
1 pint of canned tomatoes or
  1 16 oz can

1½ teaspoons salt
¼ teaspoon pepper
8 lasagne noodles
1 12 oz container cottage cheese

Brown ground beef in a large skillet or saucepan. Add onion and celery and cook until tender. Add tomato sauce, tomatoes, salt, and pepper. Cover and simmer for at least 15-20 minutes.

Cook noodles according to directions on the package and drain.

Grease a large casserole dish. Place a layer of noodles in the bottom of the casserole, spoon-in a layer of meat sauce, then a layer of cottage cheese, a layer of noodles, etc., ending with a layer of meat sauce.

Bake in a 375°F oven for 20 to 30 minutes. Makes 8 to 10 servings.

Lasagne takes its name from the noodle used in making it. The lasagne noodle is a very wide noodle that is curly on both sides. Other kinds of wide noodles could be substituted.

Although this recipe calls for just 8 oz of noodles, you'll get a better buy by selecting a 16 oz (1 lb) package.

Other seasonings may be used. A clove of garlic could be added along with the onion or instead of the onion. A half-teaspoon of oregano or marjoram is often used; add with the salt and pepper.

Prepared by Jo Anne Barton, Extension Specialist - Foods and Nutrition

Bean Salad

6 servings

1 15½-oz can kidney beans, drained
1 15-oz can chickpeas, drained
2 medium carrots, very thinly sliced
¼ cup onion, chopped
3 tablespoons sweet pickle, chopped
¼ teaspoon pepper
½ teaspoon dry mustard
4 tablespoons vinegar
1 tablespoon honey
¼ cup oil

1. Mix vegetables and pickle in a bowl.
2. Mix remaining ingredients well.
3. Pour dressing over vegetable mixture. Mix gently.
4. Chill at least 1 hour before serving.

Split Pea Soup

6 servings

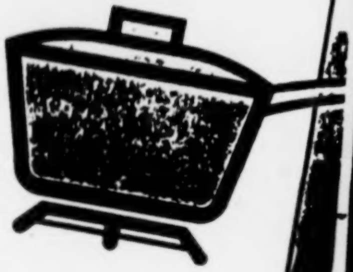
1½ cups dry green split peas
1 small ham hock or bone
1 medium onion, chopped
⅛ teaspoon pepper
6 cups water

1. Rinse the dry green split peas. Pick out any stems or stones.
2. Put peas, ham hock, onion, pepper, and water in a pot. Cover and simmer 1½ hours or until ham hock is tender.
3. Remove ham hock and cut meat from bone. Cut meat into small pieces.
4. Return meat to soup. Heat to serving temperature.

Stove-Top Beans

4 servings

2 15-oz cans navy beans, drained
¾ cup water
1 8-oz can tomato sauce
1 medium onion, chopped
1 medium apple, finely chopped
1 tablespoon prepared mustard
1½ teaspoons worcestershire sauce
2 teaspoons sugar
⅛ teaspoon pepper

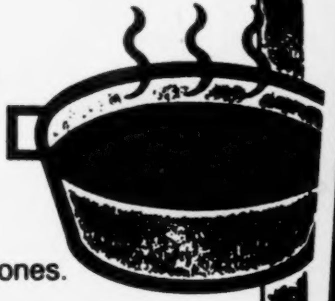


1. Combine all ingredients in a pot.
2. Bring to boil. Reduce heat and cover. Cook gently for 30 minutes.
3. Uncover pot. Continue cooking for about 10 minutes.

Chili with Lentils

7 servings

1 pound dry lentils
1 teaspoon salt
5 cups boiling water
1 16-oz can tomatoes or tomato sauce
1½ tablespoons chili powder
1 medium onion, chopped
½ cup celery, chopped
1 clove of garlic, minced



1. Rinse dry lentils. Pick out any stems or stones.
2. Add salt and dry lentils to boiling water. Cover and simmer 30 minutes. Do not drain.
3. Add tomatoes or tomato sauce, chili powder, onions, celery, and garlic. Cover and simmer 30 minutes more.
4. Serve over rice, spaghetti, or corn chips.

BISCUIT MAKING TIPS

Biscuits are quick and easy to make. Good, hot biscuits add a special touch to family meals.

Baking Powder Biscuits

2 cups sifted all-purpose flour
3/4 teaspoon salt
1 tablespoon baking powder
1/4 cup shortening
2/3 to 3/4 cup milk

Sift flour, salt, and baking powder into mixing bowl. Add the shortening. Cut it in until the mixture resembles coarse corn meal. Add 2/3 cup milk. Stir with a fork until the dough rounds up in a ball. If the dough is too dry to form a ball, add the rest of the milk.

Turn dough out onto a floured surface (a bread board, a clean tea towel, counter or table top). Shape into a ball with hands. Knead very lightly 5 or 6 times, just to smooth up the dough. To knead, pick up the far side of the ball of dough. Fold over top of the ball. Press down with the palm of your hand. Turn dough a quarter turn. Pick up far side of dough, fold over, press down, turn. Repeat these steps five or six times.

Flatten dough until it is a little less than 1/2 inch thick. A rolling pin, a clean bottle, or hands may be used to flatten the dough.

Cut out biscuits with a biscuit cutter or the top of a glass. Or cut with a knife to make square biscuits.

Place on an ungreased pan and bake in a hot oven (450°F.) for 12 to 15 minutes or until lightly browned. Makes 10 to 12 biscuits.

Tips for Biscuit Bakers

*Handle biscuit dough very gently and as little as possible. Over-stirring or too much kneading will develop too much gluten in the flour and make the biscuits tough.

*Baking powder is the leavening agent in biscuits. The baking powder combines with the liquid to form a gas called carbon dioxide (CO_2). When the biscuits bake, the gas expands. This stretches the strands of gluten and tiny air cells form.

If you are using single acting baking powder, all of the carbon dioxide is formed when the milk is added to the dry ingredients. You must be sure to get the biscuits into the oven quickly before all of the carbon dioxide escapes. If you are too slow, the biscuits will be flat and heavy.

If you use double-acting baking powder, some carbon dioxide is formed when the milk is added but more is formed when the biscuits go into the oven. Read the label to see what kind of baking powder you are using.

*Self-rising flour is a mixture of all-purpose flour, leavening, and salt. Each cup contains the equivalent of 1 1/2 teaspoons baking powder and 1/2 teaspoon salt. To make biscuits you just have to cut in the shortening, stir in the milk, shape and bake.

Drop Biscuits

If your biscuit dough is too soft to knead and roll out, make drop biscuits. Drop dough from a spoon onto a baking pan. Bake in 450°F. oven for 12 to 15 minutes.

Cheese Biscuits

For variety, add 1 cup grated cheese to the flour, salt and baking powder before mixing.

BISCUITS FROM A MIX

You can make biscuits from a mix that you buy in the grocery store or from a mix that you make at home. The mix that you make at home is called the Master Mix. It's a mixture of the dry ingredients used to make biscuits and the shortening. The Virginia Tech Extension Office has a publication on making and using the Master Mix.

Biscuits from a Mix

2 cups biscuit mix
1/2 to 3/4 cup water or milk

Dip out 2 cups of biscuit mix and put into a bowl. Add about 1/2 cup water or milk. Stir. Add more liquid if needed. Turn dough onto floured surface. Knead 5 or 6 times. Flatten dough and cut biscuits. Place on baking pan and bake in hot oven (450°F.) for 12 to 15 minutes or until lightly browned. Makes 10-12 biscuits.

JAB/GWC Cooperative Extension Service

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REFERENCES/RESOURCES

Resources

National Dairy Council -- numerous materials, curricula, wall displays and resource persons (home economists and dieticians.)

Virginia Cooperative Extension Service

Adaptive Equipment for Orthopedically Impaired Persons

1. Utility Cart - to transport items.
   For: weakness in the legs, limited functioning of the upper extremity or poor balance.
2. Apron Ring - ring is thread through piece of material with hem open on each end - for those unable to tie apron.
   For: individuals with one hand or limited hand function.
3. Jar Opener
   For: individuals with one hand or upper extremity weakness.
4. Can Opener - electric
   For: individuals with one hand or upper extremity weakness.
5. Pan or Pot Holder - stabilizes pot or pan for stirring.
   For: individuals with one hand or limited hand function.
6. Cutting Board - used to peel and/or cut vegetables, fruit, etc. It has two nails to stabilize item and a cover bracket to hold bread for buttering or cutting.
   For: individuals with one hand or limited upper extremity function.
7. Mirror - for over stove to see into pots.
   For: individuals using a wheelchair.
8. Peelers - with larger handle than most.
   For: individuals with limited hand function.
9. Mixing bowl with Handle
   For: individuals with limited hand function.
10. Metal or Wooden Reachers - to remove something from oven or place something in oven.
    For: individuals using a wheelchair or with limited range of motion.

11. Knob Turners - makes it easier to turn knobs.
    For: individuals with decreased hand function.

12. Food Chopper - with a spring action palm press.
    For: individuals with one hand or limited hand function.

13. Milk Carton Holder - the carton fits into it and provides a handle to hold onto.
    For: individuals with one hand or limited upper extremity function.

14. Non-Slip Dycem - used to hold plate, bowl, etc. Comes in various sizes and shapes.
    For: individuals with one hand or limited upper extremity function.

15. Door Knob Helper - gives leverage to know.
    For: individuals with limited upper extremity function.

Most of these items are available in the catalogs listed in the References/Resources section of "Introduction To The Curriculum."

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XII
ADVOCACY
Introduction

The purpose of this chapter is to acquaint disabled students with their legal rights under the law and to teach them skills in assertiveness to ensure that they will not be denied these rights.

Disabled persons are protected by laws that prevent discrimination in the areas of education, employment, housing, transportation, and other programs. The majority of this legislation has been enacted in the last two decades. Also during this time agencies have been created (such as Independent Living Centers and the Virginia Department for Rights of the Disabled) to serve the interests of disabled persons. Skills in assertiveness are important to insure that rights are not denied.

DRAFT

XII. ADVOCACY

A. Competency: Identify rights of disabled persons.

Performance Objective:

Given a ten item True/False test on legal rights of disabled persons, select 7 out of 10 correctly.

-See Appendix for test, "Legal Rights of Disabled Persons."

1. Enabling Objective: Identify rights of and issues facing disabled persons.

Content:

Note: The terms "disabled" and "handicapped" are used interchangably here. The law usually uses "handicapped," whereas many handicapped people themselves prefer the term "disabled."

SUMMARY OF LEGISLATION AFFECTING DISABLED PERSONS

---

1. Rehabilitation Act of 1973 (P.L. 93-112) - Section 504. Amended by P.L. 93-516. (Federal Law)

-- One of the most far reaching pieces of legislation for disabled persons.
-- States that no qualified handicapped person shall, because of his handicap:
  a) be excluded from participation in any program or activity receiving Federal funds, or
  b) be denied the benefit of any program or activity receiving Federal funds, or be discriminated against in any program or activity receiving Federal funds.
-- Enforcement of 504 regulations is under the U.S. Office of Civil Rights.

2. Amendments to the 1973 Rehabilitation Act (P.L. 95-602) Title VII, Part B, 1978. (Federal Law)

-- Provides grants to states to establish Independent Living Centers and enabled them to provide services to clients regardless of employment potential.
-- Priority given to the severely disabled.

3. Virginians With Disabilities Act, 1985. (State Law)

-- Established the Virginia Department for Rights of the Disabled.
-- Prohibited denying access to any educational institution or any of its programs to persons solely because of their disabiliy.

4. Virginians Fair Housing Act, 1972. (State Law)

-- Provides for non-discriminatory treatment for disabled persons in acquiring and using housing.
-- Guide or hearing dogs must be allowed with no extra cost in rent to the person. However, the owner will be responsible for damage done to the premises by the dog.
-- Prohibits local zoning ordinances that would exclude residences for disabled persons from normal residential surroundings.

5. Education for All Handicapped Children Act of 1975 (P.L. 94-142) (Amended 1983 and 1986). (Federal Law)

-- All handicapped children, regardless of the severity of their disability, will receive a free, appropriate education at public expense.

-- Education of handicapped children will be based on a full and fair evaluation and assessment of the unique needs of each child.

-- Individualized education programs (IEPs) will be drawn up for every child found to be eligible for special education, stating precisely what kinds of special education and related services each child will receive. Related services for handicapped children include recreation, industrial arts, vocational education, counseling, and transportation. Also included are other specific activities that meet individual needs, such as speech pathology services and physical and occupational therapy.

-- Parents have the right to participate in every decision related to the education of their handicapped child.

-- Parents must give consent for any change in the child's program being considered; parents and teachers must be included in conferences held to draw up individualized programs; parents must approve these plans before they go into effect.

6. Education of the Handicapped Act Amendments of 1983 (P.L. 98-199) -- Section 626. (Federal Law)

-- Provides for secondary education and transition services for handicapped youth ages 12 - 22.

-- Authorizes funding for research and training for the following:

a) development of strategies and techniques for transition to independent living.

b) establishment of demonstration models emphasizing vocational, transitional, and job placement services.

c) provision of demographic studies on numbers and types of handicapping conditions of students and on services required by these students.

d) initiation of collaborative models between education agencies and adult service agencies.

e) development of procedures for evaluation of transition programs.

7. Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). (Federal Law)

-- Maintains that 10% of State's formula grant allotment under Part A should be used to provide vocational education to handicapped individuals as additional costs over regular vocational education expenditures.
-- Mandates that every student with disabilities and his or her parents should be informed of vocational education opportunities available in the school 1 year before vocational education services are provided, or by the time the student reaches ninth grade.
-- Ensures that students with disabilities have equal access to services through vocational education when appropriate, as indicated in the IEP. Services may include:
a) vocational assessment
b) special services with adaptation of curriculum to meet needs
c) guidance counseling and career development
d) staff and counseling services to facilitate transition

8. Job Training Partnership Act, 1983. (Federal Law)

-- Provides job training funds to be targeted at handicapped and hard to serve populations - youth and adult.

9. Developmental Disabilities Act of 1984 (P.L. 98-527). (Federal Law)

-- Adds "employment related" activities as a new priority service to administering agency of developmental disabilities funds. This area will be mandated priority by fiscal year 1987.
-- Drops nonvocational social developmental services as a priority service.

-- Provides $10,000 supplement to UAFs for activities related to raising public awareness of employment of persons with developmental disabilities.

10. Employment Opportunities for Disabled Americans Act (P.L. 99-643) (1986). (Federal Law)

-- Permanently authorizes section 1619(a) and (b) of the Social Security Act.
-- Section 1619(a) authorizes cash benefits to be paid to working social security beneficiaries as long as their earnings are below the federal break-even point.
-- Section 1619(b) authorizes the continuation of Medicaid coverage to social security recipients whose earnings, minus medical costs, do not equal the total of SSI and Medicaid benefits.
-- Once an individual "earns out" of 1619(b), there will be a 12-month period during which he or she may automatically move back into either 1619(a) or (b).

11. Social Security Act, Title XVI, 1974 Amendments (Supplemental Security Income SSI). (Federal Law)

-- Authorizes SSI on an as-needed basis for blind, aged, or disabled.
   a) disability prevents person from substantial gainful activity for continuous period of 12 months.
   b) must show low income and possess few assets to qualify for benefits.
   c) under Section 1615, adult beneficiaries must be referred to state vocational rehabilitation agency.

12. Social Security Act, Section 202 of Title II, 1972 Amendments (Social Security Disability Insurance SSDI). (Federal Law)

-- Provides Social Security benefits to children of workers receiving SS retirement or disability benefits or of workers who died and were insured for SS benefits at time of death.
   a) benefits to age 18
   b) after age 18, adult disabled children can receive benefits if disability began before age 22.
   c) adult disabled children must be referred to state vocational rehabilitation agency.

13. 1965 Amendments to the Social Security Act (Grants to states for Medical Assistance and Medicaid). (Federal Law)

-- Authorized grants-in-aid to states for Medicaid programs.
   a) eligibility based on financial need.
   b) most individuals with handicaps are eligible.

14. Social Security Disability Amendments of 1980, Sections 1619(a) and (b) (Public Law 96-265). (Federal Law)

-- Section 1619(a) authorizes the payment of cash benefits to working Social Security beneficiaries as long as their earnings fall below the federal eligibility level.

-- Section 1619(b) authorizes the continuation of Medicaid coverage to Social Security recipients with earnings exceeding the break-even point if recipients continue to qualify for benefits.

-- Allows for a 15-month reentitlement period following the 9-month trial period for SSI and SSDI beneficiaries if recipient loses a job because of his or her disability.

15. Title XIX of Social Security Act, 1971 Amendments (P.L. 92-223) (ICF/MR). (Federal Law)

-- Authorizes Medicaid reimbursements for intermediate care facilities (ICF).

16. Omnibus Budget Reconciliation Act of 1981 (P.L. 97-35) (Community-Based Care Waivers). (Federal Law)

-- Permits states that obtain a waiver to finance, through the federal-state Medicaid program, noninstitutional services for individuals who would otherwise require institutional care.

(This Medicaid Waiver provision is discussed in Chapter XIII, Personal Care Attendant Management.)

17. Rehabilitation Act (P.L. 99-506) (1986). (Federal Law)

-- Provides for supported employment services in all states by 25 million dollar authorization.

-- Authorizes supported employment as a viable rehabilitation option.

-- Provides new emphasis on rehabilitation engineering for persons with severe physical disability.

-- Expands personnel preparation and demonstration activities in supported employment for persons with the most severe handicaps.

A SUMMARY OF DISABLED PERSONS' RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Who is covered by this act:

__ Disabled persons who are otherwise qualified to participate in and benefit from programs or activities receiving Federal financial assistance.

This includes recipients of education funds from the U.S. Department of Education: state education agencies, elementary and secondary school systems, colleges and universities, libraries, vocational schools, and state vocational rehabilitation agencies.

Definition of "Handicapped Person":

-- Anyone with a physical or mental impairment that substantially restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

PROGRAM ACCESSIBILITY

Recipients of Federal financial aid must ensure that programs be accessible to and usable by handicapped persons.

Recipients must also be certain that blind or deaf people can obtain information as to the existence of these programs.

There are two standards which determine the accessibility of programs and activities:

1. Existing Facilities (existing or built before June 3, 1977).

   -- every facility or part need not be accessible, so long as the program as a whole is accessible.

   -- recipients need not make structural changes to facilities that existed before June 3, 1977, where other alternative methods are effective in making programs and activities accessible, so long as priority consideration is given to offering the programs or activities in the most integrated settings.

Example: activities, classes or services could be relocated to accessible sites.

However, disabled persons must not be isolated, or in concentrated settings away from non-disabled peers.

Example: making only one part of a facility accessible and segregating all disabled participants there.

2. New construction (began after June 3, 1977).

-- facilities must be constructed so as to be accessible and usable by handicapped persons.

-- this involves alterations or additions to existing facilities.

ELEMENTARY AND SECONDARY EDUCATION

A free and appropriate education in the least restrictive environment must be available to disabled students regardless of the nature or severity of their handicap.

Examples:

1. Students in Special Education must be periodically re-evaluated to guard against misplacement.
2. Due process procedures are established to allow parents to participate and review placement decisions.
3. If a school system is unable to provide a handicapped child with an appropriate education and places or refers the child to a program it does not operate, the district is responsible for all costs. These include tuition, room and board, transportation, and non-medical care.
4. Handicapped students must be offered equal opportunity to participate in non-academic and extracurricular services such as counseling, physical education, recreational athletics, transportation, health services, school clubs, school sponsored employment, and assistance in obtaining outside employment.
5. A private school receiving Federal funds must admit qualified disabled persons, who with minor adjustments, can participate in the regular programs, such as a blind or deaf student. However, the school would not be required to provide an appropriate education to a handicapped student with special education needs if the school did not offer programs to meet those needs.

POSTSECONDARY EDUCATION AND POSTSECONDARY VOCATIONAL EDUCATION

Programs, services, and activities provided by schools must operate in a nondiscriminatory manner including these areas: recruitment, admission, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, and transportation.

Examples:

1. Quotas (of handicapped students) are not allowed as an admissions practice.

2. Admissions tests must not discriminate against those with manual, sensory, or speaking impairments unless those skills are the factors the test is designed to measure.

3. Admissions testing must be done in accessible facilities.

4. Inquiries by a school or program as to whether an individual is disabled are not allowed unless the school is taking action to correct past discrimination in this area or is making accommodation. The purpose of such inquiries must be stated and responses kept confidential.

5. Handicapped students must have the opportunity to participate in any course, course of study or programs offered by the school.

6. Programs must be integrated between disabled and non-disabled students.

7. Tape recorders or guide dogs must not be prohibited in campus buildings.

8. Students with impaired sensory, manual or speaking skills must be provided or assisted in gaining provision with auxilliary aids such as taped texts, interpreters, readers or other adapted equipment.

9. Handicapped students must be afforded equal opportunity to benefit from comparable, convenient and accessible recipient housing at the same cost as to other students.

10. Disabled students must not be discriminated against in financial assistance.

11. Schools or programs who employ students must not discriminate against disabled students in such employment.

12. Handicapped students must be provided an equal opportunity to participate in inter-collegiate, club, and intramural athletics.

13. Disabled students must be provided counseling and employment placement services in a nondiscriminatory manner.

HEALTH, WELFARE, AND SOCIAL SERVICES

Providers of federally assisted health, welfare, and social services may not, on the basis of handicap:

-- Deny services to handicapped persons, or deny the opportunity to receive benefits or services equal to that offered to non-handicapped persons.

-- Provide services that are less effective than those received by non-disabled persons.

-- Provide benefits or services in a manner that limits the participation of qualified disabled persons.

-- Provide unnecessarily separate benefits or services.

In addition, agencies that provide general notice of such benefits or services must ensure that qualified disabled persons receive such notice. This can be done with Braille messages, radio spots, or other appropriate devices.

EMPLOYMENT PRACTICES

Programs or activities that receive Federal financial assistance cannot discriminate, on the basis of a person's handicap, in employment practices such as recruitment, hiring, promotion, award of tenure, layoff and rehiring, compensation, job assignments, leave, fringe benefits, training, and employer-sponsored activities.

Examples:

1. Employment tests cannot be used to screen out handicapped persons unless the tests can be proved to be job related for the position in question.

The test results must reflect the person's ability or job skills rather than his impaired sensory, manual or speaking skills (except where those skills are the factors the test is designed to measure).

2. Employers cannot require pre-employment medical examinations or inquiries as to whether a person is handicapped or about the extent of the handicap unless the employer is taking remedial action to correct the effects of past discrimination or affirmative action under Section 503 of this Act. (The purpose of which is to hire, place, and advance handicapped persons).

   As with regulations relating to education, employers must inform people about the purpose and voluntary nature of these inquiries, and of the assurance to keep responses confidential.

3. However, it is legal for an employer to ask about the applicant's ability to perform job-related functions.

   They also may require a physical examination after a preliminary offer of employment, provided non-disabled applicants are treated likewise and provided the results are not used in a discriminatory manner.

A qualified handicapped person is one who, with reasonable accommodation, can perform the essential functions of the job in question.

Reasonable Accommodation:

This may include:

1. Making facilities used by employers accessible and usable by disabled persons.
2. Modified work schedules.
3. Acquisition or modification of existing equipment.
4. Provision of readers or interpreters.

Examples:

1. Extra space and access for wheelchair users.
2. Dictaphone for persons with manual impairments.

3. Securing a different type of chair or desk to accommodate physical limitations.
4. Adding handicapped parking spaces.

Employers must provide and pay for reasonable accommodations, as needed, to enable qualified disabled persons to perform the essential functions of the job unless the employer can show that the accommodation would impose undue hardship on the operation of the program. Income tax credits are available for employers for costs of reasonable accommodation.

TRANSPORTATION

Persons with disabilities are entitled to full and equal access to Federally funded public transportation (buses, airplanes, trains, boats) through either using the same system as the general public with appropriate modifications or a specialized system--or a combination of the two. Fees charged for the same system must not be higher than what is charged to the general public and fees for special systems must be based on similar services available to the general public. A guide dog must be permitted where necessary and no additional fare may be charged.

Under Virginia law, any citizen of Virginia is eligible to get a driver's license, unless he has been declared mentally incompetent by a court or unless the Division of Motor Vehicles Medical Advisory Board has decided that the physical or mental disability will not permit the individual to drive safely.

"HP" license plates and temporary permits are available for use by persons with disabilities.

ASSERTIVE BEHAVIOR

Assertive behavior was discussed in Chapter III, Section E. Although that section dealt with practicing assertive behavior to avoid sexual assault, the principles of assertive behavior are the same here.

Assertive behavior - a positive, confident way of acting. Thinking, speaking or acting on your own feelings, thoughts or desires, taking into account the wishes and feelings of others.

Aggressive behavior - a forceful, domineering or hostile way of acting. Acting on your own thoughts with no regard for the feelings of others.

Submissive behavior - a humble, compliant way of acting. To yield oneself to the authority or will of another with no regard for one's personal desires.

Activities:

o Discuss the legal rights and responsibilities of disabled persons. Explain that concern for legal rights for disabled people was an outgrowth of the Civil Rights movement which emphasized rights for blacks, women, and minorities.

o In discussing legal rights, emphasize that a person must not only know his or her rights, but must be assertive in getting and keeping those rights. Discuss assertive behavior and use the following activity sheets.

-See Appendix for,

"Developing An Assertive Belief System"
"Skills That Help Develop Assertive Behavior"
"Assertive Inventory"

o Discuss avenues of assistance for disabled persons such as:

-- Independent Living Centers

The Endependence Center of Hampton Roads offers assistance in resolving discrimination complaints in housing, education, employment, and community programs. Referrals to other community organizations and programs are offered.

-- The Department for Rights of the Disabled is the agency designated by the Virginia General Assembly to

o protect the rights of persons with disabilities.

- link persons with disabilities to available resources and services.

- positively influence the attitudes of the public toward the abilities of persons with disabilities.

- provide staff support to the Board for Rights of the Disabled.

To ensure and protect the legal rights of persons with disabilities, the Department for Rights of the Disabled will provide

- Individual case advocacy for resolution of disputes between persons with disabilities and service providers. Advocacy includes investigation, monitoring, negotiation, legal counseling, and representation where appropriate.

- Disability Rights Training/Consumer Mobilization.

- Systems Advocacy to monitor and evaluate service delivery systems, federal and state legislation, and court decisions.

- Information and Referral Resource Center.

- Legal Rights Handbook.

- Technical Assistance to employers, educators, and other service providers.

- Legislative Tracking Service.

- Students determine if disabled individuals' rights have been violated.

  -See Appendix for activity, "Have Legal Rights Been Violated?"

- Students use assertive behavior and responses to deal with violation of rights.

  -See Appendix for activity, "Practicing Assertiveness."

XII.

NAME ______________________

DATE ______________________

SCORE ______________________

Evaluation: LEGAL RIGHTS OF DISABLED PERSONS

Directions: For the statements which are true concerning legal rights of disabled persons, mark "T" for True. For those which are not, mark "F" for False.

TRUE	FALSE	STATEMENT
_____	_____	1. Handicapped students are entitled to a free, appropriate education.
_____	_____	2. Blind students can be educated in regular classes.
_____	_____	3. If a blind person's guide dog damages someone's property, the owner is not responsible.
_____	_____	4. If a building was built 30 years ago, every part of it does not need to be wheelchair accessible.
_____	_____	5. People in wheelchairs have a right to ride public transportation.
_____	_____	6. A college admissions form can not ask applicants if they are disabled.
_____	_____	7. An employment counselor at a community college does not need to help disabled students.
_____	_____	8. An employer can not use a physical examination as a way to avoid hiring disabled people.
_____	_____	9. An employer can have a disabled employee pay for making a restroom accessible.
_____	_____	10. An adult who was a Special Education student can rent an apartment.

Activity: DEVELOPING AN ASSERTIVE BELIEF SYSTEM

1. By standing up for ourselves and letting ourselves be known to others, we gain self-respect and respect from other people.

2. When we stand up for ourselves and express our honest feelings and thoughts in direct and appropriate ways, everyone benefits. Likewise when we demean other people, we also demean ourselves and everyone involved loses in the process.

3. By sacrificing our integrity and denying our personal feelings, relationships are damaged or prevented from developing. Likewise, personal relationships are hurt when we try to control others through hostility, intimidation or guilt.

4. Not letting others know what we think and feel is just as selfish as not responding to their thoughts and feelings.

5. When we sacrifice our rights, we encourage other people to take advantage of us.

6. By being assertive and telling other people how their actions affect us, we are giving them an opportunity to change if they desire and we are showing respect for their right to know where they stand with us.

Activity: SKILLS THAT HELP DEVELOP ASSERTIVE BEHAVIOR

1. Non-verbal messages

   eye contact
   posture
   appropriate touching

2. Verbal messages

   tone of voice

3. Use "I" messages

   "I" think
   "I" need
   "I" feel
   "I" want

4. Be concise and clear

5. Persistance

6. Listening

7. Anticipation

8. Self-disclosure

   risk taking

9. Decision making

10. Develop self-confidence

Activity: ASSERTIVE INVENTORY

Directions: Check items that apply to you.

WHEN do you behave submissively?

_______________ asking for help

_______________ stating a difference of opinion

_______________ receiving negative feelings

_______________ receiving positive feelings

_______________ expressing negative feelings

_______________ expressing positive feelings

_______________ dealing with non-cooperation

_______________ speaking up about annoyances

_______________ protesting a rip-off

_______________ saying "no"

_______________ responding to undeserved criticism

_______________ making requests of authority figures

_______________ negotiating for something I want

_______________ suggesting an idea

_______________ dealing with attempts to make me feel guilty

_______________ asking for service

_______________ asking for a date or appointment

_______________ asking for favors

_______________ other ____

XII.

NAME ______________________

Activity: HAVE LEGAL RIGHTS BEEN VIOLATED?

Directions: Decide if rights of disabled persons have been violated in each situation. Check "YES" or "NO".

SITUATION	YES	NO
1. Jason is deaf. The school system will not provide an interpreter because he is the only deaf person in the building.		
2. A new city library is being built with no elevator to the second and third floor. Many disabled people won't be able to use the upper floors.		
3. A landlord informs a blind tenant that his rent will be raised $10.00 per month because he has a guide dog.		
4. During a job interview, the employer asks the applicant if she is mentally retarded.		
5. A student in Special Education is told he must take P.E. in school.		
6. An employer refuses to offer health insurance to an employee because that person has an artificial leg.		
7. Thomas walks with two canes. The city bus driver told him he cannot be a bus passenger because it is too dangerous.		
8. Mrs. Williams' guide dog damaged the carpet in her apartment. The landlord says she must pay for it.		
9. The employment counselor at a community college told Joe who is in a wheelchair not to expect any good job offers when he graduates.		

SITUATION	YES	NO
10. Marilyn applied for a job as a typist and was told she would need to be tested for speed and accuracy on the typewriter. She didn't think it was fair because she cannot use her hands very well.		
11. Mary and Debbie plan to share an apartment. One landlord told them he cannot rent to people who are mentally retarded.		
12. Bill who is visually impaired was told by his English teacher that he could not use a tape recorder in class because they were too noisy.		
13. During a job interview for a grocery store cashier position, Darla was asked to take a math test. She didn't think it was fair because, as an L.D. student she'd always had trouble with math.		
14. An employer remodeled a bathroom so it was large enough for wheelchair users. A worker in a wheelchair thought he should have built an addition for the building with an entirely new bathroom rather than one that was remodeled.		
15. Steve was taking a ferry boat ride on a city operated ferry to an island. The boat captain told him he would have to pay double fare because the wheelchair took up extra space.		

Activity: PRACTICING ASSERTIVENESS

Directions: Rights of disabled persons have been violated in the following situations. Give an example of an assertive response or assertive behavior for each situation.

---

1. Laura who has Cerebral Palsy and walks with a cane applied for a job with the City Bus Company as a secretary. During the interview she was told, "I'm afraid that walking with a cane would slow you down too much to really do this job."

2. Carla who is in a wheelchair was told at the Public Library she would not be able to use the restroom in the building because it was not accessible.

3. The auditorium in Joe's school in on the second floor. There is no elevator. Joe is in Band but cannot participate in concerts because he cannot get up the stairs. School officials have offered to carry him up but he thinks that is unsafe.

4. Marty and Pat, a married couple, were told by an apartment manager he would not rent to them because they were mentally retarded.

5. Caroline was denied access to a plane because of her guide dog for the blind. The ticket agent said the dog would be put in a cage with other pets.

6. Michele's family moved and she was to attend a new school. The principal said they did not have the L.D. class she needed so she would have to be in an E.M.R. class.

7. Matt who is hearing impaired attends Adult Education classes at night. Matt needs to lipread in order to understand what people are saying. His instructor faces the chalk board as he writes on it and talks to the class.

8. Because of her disability Shana was unable to write very well but she could type on a computer. She was afraid she would not get a job promotion she deserved because of this reason.

REFERENCES/RESOURCES

References

Handbook for Parents of Handicapped Children. Richmond, VA: Virginia Department of Education, Division of Special Education.

Resources

American Coalition of Citizens with Disabilities
1200 15th Street, NW
Washington, DC 20005

1-202-785-4265

Appalachian Independence Center, Inc.
230 Charwood Drive
Abingdon, VA 24210

703-628-2979

Central Virginia Center for Independent Living
2900 West Broad Street
Richmond, VA 23230-1049

804-353-6503 Voice or TDD

Department for Rights of the Disabled
James Monroe Building
101 North 14th Street
Richmond, VA 23219

1-800-552-3962
804-225-2042
Voice or TDD

Endependence Center, Inc. of Hampton Roads
Janaf Office Building, Suite 601
Norfolk, VA 23502

804-461-8007 Voice
804-461-7527 TDD

Endependence Center of Northern Virginia
2111 Wilson Boulevard, Suite 400
Arlington, VA 22201-3008

703-525-3268 Voice or TDD

Junction Center for Independent Living, Inc.
Route 2, Box 613
Abingdon, VA 24277

703-546-5734 Voice or TDD

Independence Resource Center
201 West Main Street
Charlottesville, VA 22901-5033

804-971-9629 Voice or TDD

Peninsula Center for Independent Living
11832 Canon Boulevard, Suite F
Newport News, VA 23606

804-873-0817 Voice or TDD

Shenandoah Valley Center for Independent Living
21 South Kent Street
Winchester, VA 22601

703-662-4452 Voice or TDD

Woodrow Wilson Center for Independent Living
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939

703-885-9731 Voice or TDD

XIII
PERSONAL CARE ATTENDANTS (PCA)
Introduction

The purpose of this chapter is to teach students the use and role of a PCA in living in the community.

A Personal Care Attendant (PCA) is an individual who provides assistance to the disabled person with personal daily activities such as toileting, bathing, etcetera. Although this chapter is primarily geared to persons who have severe physical disabilities and will be in need of a PCA to live independently, other disabled students, such as blind and hearing impaired individuals need to learn the skills of hiring, retention and dismissal of employees, since they will need to obtain readers and interpreters on a regular basis. Most disabled students, or high school students, for that matter, are unfamiliar with how to be an employer. These general skills will be needed if successful use of a PCA will become a reality. Further, disabled students must learn to be "in charge" of their PCA. Too often, because disabled persons have been taught to be passive or submissive, the PCA takes control of the relationship. This can lead to conflict and misunderstanding which must be resolved if the relationship is to continue.

DRAFT

XIII.

PERSONAL CARE ATTENDANT MANAGEMENT

A. Competency: Explore personal care attendant (PCA) arrangements.

Performance Objective:

Given a requirement for a PCA, choose one. Student must be able to list or state the following considerations: his/her personal needs, employment arrangements, ways to locate and pay for a PCA. A checklist will be used to evaluate this objective.

-See Appendix, page 14, for, "Checklist on Choosing a PCA."

1. Enabling Objective: Identify general and personal uses for attendant services.

Content:

Because most physically disabled students have relied on family members for attendant care, they may have had little responsibility for self-directed care. Young people need to prepare for the time when parents and family members will no longer be able to care for them. They will need to have the knowledge to hire and supervise attendants, manage the financial resources to pay them and confront all the problems of this system.

A variety of PCA options exist: private attendants working at scheduled hours, live-in attendants, shared attendant services, visiting nurses, nursing home services, family members, and friends. Information about PCA services is available from independent living centers, the Virginia Department of Rehabilitative Services, Department of Social Services, and the Health Department.

A disabled person who uses a PCA could be invited to speak to the class near the end of the Attendant Management unit. Experienced attendants who could share their feelings about the job are another source of information.

-See Appendix, pages 15, 16, and 17, for Teacher Reference, "Realities of The Attendant Care System."

Activities:

o Discuss reasons a disabled person might use a PCA.

- unable to perform a task completely.
- unable to perform tasks within reasonable time allotted.

- Discuss the services that attendants (or anyone helping with one's personal care) might perform: bathing, dressing, oral hygiene, toileting care, transferring, eating, medication, exercises, house-cleaning, laundry, meal preparation, shopping, and driving.

- Students complete an inventory of personal needs.

  -See Appendix, page 18, for activity, "My Needs Inventory."

2. Enabling Objective: List and analyze various alternative attendant arrangements.

   Content:

   The Peer Counselor will be useful with this unit as it involves long-term plans. The students must think of taking responsibility for personal needs and planning for a time when parents or family may not be able to help.

   Activities:

   - Discuss pros and cons of the following ways of managing attendant needs. Students should also think of back-up systems for each of these alternatives.

TYPE OF ATTENDANT CARE	PROS	CONS
1. Live-in attendants	They are always there.	More expensive. You have to provide them living space.
2. Private attendants who come at scheduled hours	They only are there when needed. Less expensive.	They may arrive at the wrong time or not at all. Possible scheduling difficulties.
3. Shared attendant services	Less expensive.	Possible scheduling difficulties. Sometimes the attendant does not come at all.
4. Family members	They may be very familiar with your needs. Family bonds.	They may feel pressured into doing the attendant job. May be difficult to maintain an employer--employee relationship.
5. Visiting nurses or nursing home services.	Skilled medical care. Cost may be covered by insurance or Medicaid.	Usually very expensive. You may not need a medically trained person.

- Discuss the ways that students presently have help in meeting personal needs.

- In planning for the future, discuss the following questions for personal care:
  - What would you do if your present attendant care system ended next week and you needed other arrangements?
  - What about going away to college?
  - What about living on your own in the future?

- Discuss general expectations for and qualifications of personal care attendants and responsibilities of disabled individuals toward attendants.
  - See Appendix for, "Guidelines for Attendants," pages 19 and 20, and "Responsibilities of the Disabled Individual," page 21.

Students who have difficulty confronting these future situations should be referred to the Peer Counselor. They may need additional help, encouragement, and realistic planning.

3. Enabling Objective: Describe ways to locate and pay for a PCA.

Content:

Availability and Cost of Attendants

Attendant services are available from home health care agencies whose attendants must receive training and become certified by the state. Additionally, services are available through individuals who may or may not be state certified. In more populated areas of Virginia it is easier to find attendants.

In these areas a certified attendant from a home health care agency costs the client about $7.00 per hour. (About $4.00 goes to the attendant and $3.00 of the $7.00 is for agency administrative costs.) Attendants who are not with a home health care agency charge varying amounts but usually less than an angency charges. These individuals may be former agency employees who have free-lanced in order to earn more money.

Assistance in Paying For Attendant Services

A disabled person who cannot pay for attendant care has three options to explore:

1. Private disability insurance--this varies widely among companies, types of policies and the nature of the disability. There is usually a time limit for coverage of this service.

2. Virginia Department of Rehabilitative Services--this depends on the type of rehabilitation plan that has been developed for the client. If attendant care is part of it the costs will be paid, but, only for the length of the rehabilitative period.

3. Health Department or Social Services--the person must meet the criteria of Social Services for being incapacitated, meet eligible income requirements, or be a recipient of Social Security Insurance (SSI) or Social Security Disability Insurance (SSDI) in which case he/she would be entitled to Medicaid.

Medicaid Waiver

Effective April 12, 1985, Section 2178 added a new section 1915(c) to the Social Security Act. These amendments authorized that certain Medicaid requirements could be waived in order to provide a "broad array" of home and community based services to individuals as an alternative to institutionalization. In other words, Medicaid regulations, as they were originally set up under the Social Security Act, could now be waived so that a person could receive the same health care services in the home or community as those provided in a nursing home.

The purpose of the waiver was to deinstitutionalize some individuals and to keep others from going into institutions. The main concern of these regulations is to assure that these individuals would receive the same quality of care as they would in a Medicaid approved nursing home, (which is alarming in itself considering the conditions in some of the Medicaid approved institutions) and to assure that costs would be equal or less than the cost of nursing home or institutional care.

Therefore, as the Medicaid regulations are now, an individual must be determined "at risk" of going into a nursing home by a medicaid waiver screening team, before home or community based health services, such as personal care attendant services, can be Medicaid approved.

A disabled person who requires the services of a personal care attendant, and who wishes to live independently in the community, must implement the following procedure in order to receive PCA services under the Medicaid Waiver.

1. Call the Department of Social Services and request a Medicaid Nursing Home application.

2. A social worker will come to the individual's home and take the application.

3. If the application is approved, a Medicaid screening team, set up through the Health Department, will come to the individual's home to determine whether he or she is "at risk of going into a nursing home." At this point, the screeners can recommend that a Medicaid waiver be implemented to prevent the individual from entering a nursing home, and that home or community based services be provided through the Medicaid waiver.

4. The individual's case must then be reviewed by the Medicaid board, and if the Medicaid waiver is approved, PCA service can be provided under Medicaid. This means that if a disabled individual, who is a Medicaid recipient, and who requires the services of a PCA, wishes to live independently in the community, this individual must first be determined to be "at risk of going into a nursing home" before receiving PCA services through Medicaid. In addition, Social Security has declared that the person must have "medical" needs. If the needs are not medical then a companion rather than a PCA will be provided.

The activities performed by attendants are strictly deliniated as well as the time allowed to do each task. Companions who have less training than attendants may do certain duties that attendants do not perform. Social Services contracts for personal care attendants only through home health care agencies who have state certified attendants.

Locating An Attendant On Your Own

Disabled people have used the following ways of obtaining a PCA:

1. Word of mouth.

2. Referrals from independent living centers.

3. College.

   a. Call housing offices of universities or colleges asking the staff to post a notice for a live-in worker.

   b. Call employment offices of universities and colleges to register your job.

   c. Some teachers and professors will give credit for students in special education, psychology, rehabilitation or mental health counseling and interpreters who live in and work as attendants. Contact directly such departments of universities or community colleges.

   d. Call local business colleges. Some have no dorms, and often advertise for young college students wishing to work for room and board and/or a small stipend.

   e. Before one student-attendant leaves, ask him/her to recruit a friend, a fellow student or a newly enrolled student.

4. High school guidance counselors.

5. Vocational schools.

6. Nurses aid training programs.

7. State Employment Commission.

8. Hospital employee note boards.

9. Churches.

10. Civic groups.

11. YMCA/YWCA.

12. Contact housing divisions of the Armed Forces near you. Sometimes a spouse might like to live off-base where husband or wife could visit, but couldn't afford it without your help.

13. Through your city and county offices, locate your Office on Aging or ask the State Department on Aging for the telephone number of your local group. Then let them know you have housing available in exchange for work for a qualified elderly person.

14. Place an ad on your local neighborhood bulletin boards (grocery stores, community clubs, churches and schools).

15. Talk to leaders of the clergy or civic organizations to see if they know of anyone needing a place to live.

16. Regularly read the "work wanted" and "situations wanted" columns in the major newspapers. Many people do not recommend placing help wanted ads as it can be dangerous, but if this is done, prospects could be screened by a friend with a telephone number other than your own.

When hiring a PCA on your own a procedure such as the following should be used:

1. Talk to applicant by phone. Tell the person about the job. Conduct a proliminary interview by phone.

2. You may want to ask for references before mailing the person an application.

3. Ask the person to complete an application.

4. Interview the person at a public location.

NOTE: Much of the information in this unit is from the Endependence Center of Hampton Roads. The Endependence Center is an independent living center with offices in Norfolk, Chesapeake, and Virginia Beach.

Activities:

- Students calculate the number of hours per day that attendant services are needed based on their own individual needs. Then, calculate the cost of such services using the average attendant cost for the locality.

- Invite a representative from Social Services or Public Health to class who is knowledgeable on attendant services. This person should explain the process of obtaining a PCA through Social Services.

- o Invite a representative from a home health care agency to class to discuss personal care attendant services.

B. Competency: Choose appropriate procedures for recruiting a personal care attendant.

Performance Objective:

Placed in a role play interview situation, use assertive interview techniques. An acceptable rating must be earned on Interview Checklist.

-See Appendix, page 22, for: Evaluation, "Interview Checklist."

1. Enabling Objective: Identify assertive techniques.

Content:

In order to establish an assertive position for the employer/employee relationship, careful planning must precede the interview process.

Steps include:

1. Develop a job description for the attendant based on the personal care activities the attendant will be doing.
2. Focus on the job application. Does it ask for all pertinent information?
3. Review advertising and interview techniques.
4. Review the terms assertive, passive, and agressive. Chapter III, Section E on Sexual Assault has this information.
5. Practice being assertive in a job interview situation by being prepared, being definite about job description and terms of employment, and assessing the applicant's qualifications.

Activities

- o Students develop a PCA job description based on each person's own personal care activities. Try to estimate time needed for each activity. Estimate number of hours needed each day an attendant is needed.

  -See Appendix, pages 23 and 24, for activity, "Job Description." Another format for a job description is also included in the Appendix on page 25.

- o Use the job application in the Appendix. Students analyze it for its appropriateness for hiring a PCA.

  -See Appendix for, "Application For Employment," pages 26, 27, and 28.

- o Students write an ad which could be placed in some of the locations mentioned in the Content section.

- o Discuss steps in the interview process.

  -See Appendix for activity, "The Interview Process," page 29.

- o Discuss assertiveness. Differentiate between assertive, passive, and agressive behavior. Demonstrate or role play to exemplify each type.

- o Practice role playing an interview situation.

  -See Appendix for the following:

  "Interview Checklist," page 30.
  "Reference Checks," including Employment References and Personal References, pages 31 and 32.
  "Reference Release Form," page 33.

- Role play a situation in which an attendant is hired. Discuss employment agreements.

  -See Appendix for the following:

  "Employment Agreement," page 34.
  "Sample Employment Agreement," pages 35 and 36.
  "Sample: Employment Contract," pages 37 - 39.

- Discuss the need for back-up attendant services. Use materials in Appendix. Students complete information regarding emergency information.

  -See Appendix for, "What Do I Do In An Emergency? Back-up PCA's," page 40.

2. Enabling Objective: Demonstrate appropriate procedures to locate and hire a reader if visually impaired or an interpreter if hearing impaired.

   Content:

   Interpreters for people who are deaf may be located through the Virginia Department for the Deaf and Hard of Hearing or by referrals from an independent living center. Skilled interpreters earn high salaries.

   Volunteers who will serve as readers or drivers for visually impaired persons are available by contacting the Virginia Department for the Visually Handicapped. Blind people who are willing to pay readers or drivers find them in much the same way that physically disabled people locate personal care attendants--through churches, college employment agencies, etc. Readers usually receive minimum wage.

   When interviewing a prospective reader or interpreter, ask the person to do a practice reading or to demonstrate their interpreting skills.

Activities:

- o Contact the Department for the Deaf and Hard of Hearing in Richmond for referrals to local services for deaf students.

  The Peer Counselor could assist the student in making the arrangements.

- o Visually impaired students role play an interview situation in which the prospective reader does a practice reading.

C. Competency: Use appropriate communicative techniques to resolve conflicts and maintain an assertive role with a PCA.

Performance Objective:

Given an evaluation on conflict resolution, select responses which show an understanding of methods to resolve conflicts and act assertively. Ten of the fifteen responses must be answered correctly.

-See Appendix for Evaluation, "Conflict Resolution," pages 41 and 42. Answer key on page 43.

1. Enabling Objective: Choose appropriate procedures for conflict resolution.

Content:

The Appendix contains material on dealing with anger and how to assert oneself in conflict situations. The activities below are based on this reference material.

Activities:

- o Discuss dealing with feelings of anger. Include these concepts:

  --the "eruptors"
  --the "witholders"
  --the "crazymakers"
  --"dirty fighting"

  -See Appendix for Teaching References, "Dealing With Anger," pages 44 and 45.

- Students keep a record of ways of handling conflict and the use of "crazymakers."

  Discuss these questions:

  1. What are the consequences of your behavior when crazymaking techniques are used?

  2. Can you talk with the people closest to you about crazymakers you both use and try to avoid?

- Discuss the importance of communication in learning to be assertive.

  Include these concepts:

  --"clean fighting"
  --"The Fight for Growth"

  Provide a handout for each student.

  Some suggestions for Growth Fights as a way to handle situations of conflict:

  1. You may have an opportunity for a Growth Fight in your own family. Be sure it is a situation that really is bothering you. You can't fake this.

  2. To be sure the other person understands the Growth Fight, share a copy of this handout and discuss the steps ahead of time.

  3. After a Growth Fight, ask yourself:

     a. Now, do I feel better or worse than before?
     b. Do I understand my partner better now?
     c. Do I feel less hostility and anger?
     d. Can I express myself and be more assertive now?

  -See Appendix for Handout, "How To Have A Clean Fair Fight," page 46.

XIII. A

NAME ______________________________

DATE ______________________________

SCORE _____________________________

Evaluation: Checklist On Choosing A PCA

Directions to Teacher: Check "YES" if the student is able to perform the task; "NO," if not.

TASK	YES	NO
Student is able to list or state the following considerations for choosing a PCA: 1. his or her personal needs		
2. employment arrangements		
3. ways to locate and pay for a PCA		

Teacher Reference

REALITIES OF THE ATTENDANT CARE SYSTEM

Legislation of the last two decades aimed at mainstreaming disabled persons into American life has been encouraging. Especially significant were the Rehabilitation Act of 1973, which provides for civil rights protection to disabled persons and the Education of All Handicapped Children Act which mandates a free and appropriate public education for all disabled children. However, even with the legal safeguards in place, severely disabled people find themselves facing many obstacles when it comes to entering fully into the mainstream.

Many disabled people want to work and are able but cannot gain that degree of independence in their lives because they lack personal care attendant services. In essence, jobs for disabled persons are lost because of problems of living rather than problems of working.

Many problems with attendant care fall into one of two categories, both of which are economic. First: It is difficult to find and keep a good attendant because of low salaries (minimum wage or slightly above). Attendants are often needed on a split-shift basis--early morning, then later in the evening. Convincing someone already working at a low salary to do this is not easy.

Second: Disabled persons face economic disincentives from our systems when it comes to paying for a PCA. Even though attendant salaries are low, the cost to the disabled person is high. Statistically, disabled people earn less than their non-disabled peers. Unless a job pays an above average salary, the cost of providing for attendant care may be prohibitive.

It is possible for a person who is a client of the Department of Rehabilitative Services to have attendant care paid during the rehabilitative period. This would apply to those undergoing job training or further education. However, this is not long-term service.

REALITIES OF ATTENDANT CARE SYSTEM, continued

In the state of Virginia a person must be receiving Social Security, Social Security Disability Insurance, or welfare for Medicaid to pay for in-home attendant services. Consequently, a person earning a higher salary than is allowed under those programs would loose benefits and still be at such a low level that it would be difficult to afford an attendant. This dilema forces disabled persons to stay home, remain unemployed or under-employed, and continue being dependent.

Upon examination of the Medicaid waiver, it becomes apparent that the approach and intent of these regulations is to establish a caretaker to patient relationship. Thus, the caretaker is responsible for the patient's health and welfare, rather than the independent living approach in which the disabled individual has control over his or her life. Title V, Section 504 of the Rehabilitative Act of 1973 guarantees the rights of persons with disabilities to, among other things, necessary health care. It also guarantees their right to education, including college, employment, transportation or any other program or service receiving Federal Funds. The purpose of these laws is to assure disabled persons of their right to the same life-determining choices as any other citizen. Therefore, it could be said that the Social Security Act--at least that part which pertains to Medicaid Waiver, is diametrically opposed to the intent of Title V, Section 504 of the Rehabilitative Act, which guarantees the civil rights of persons with disabilities.

Laws regarding public assistance for personal care attendants vary from state to state. Legislation has been enacted in Massachusetts (The Personal Care Assistance Program) for the purpose of helping disabled people become employed or remain employed. Attendants provide such daily living services as help with bathing, toileting, dressing, eating, meal preparation and transferring to bed or wheelchair. Services are specific and there are restrictions.

The intent of the In-Home Support Service in California is to reduce the disincentive for employment among disabled SSI recipients who are classified as severely disabled. The same daily activities are covered and the services are available for persons requiring at least twenty hours of assistance per week.

REALITIES OF ATTENDANT CARE SYSTEM, continued

It is an economic cost to society for a disabled person not be part of the workforce. Vocational Rehabilitation professionals have found that for every $1 spent in rehabilitation, a client's income increased by over $30. The public gains from this expenditure also. For every Vocational Rehabilitation dollar spent, it is estimated that the government receives $6 in taxes.

XIII. A

Name ________________________________

MY NEEDS INVENTORY

PERSONAL CARE NEEDS

Bathing

Type (i.e. shower, bed bath) ________________

How often ________________

Time of day ________________

Type of soap, shampoo & other toiletries ________________

Oral Hygiene

How often ________________

Time of day ________________

Appliances preferred ________________
(toothbrush, dental floss, electric toothbrush)

Dressing

Amount and type of help needed ________________

Bowel/Bladder Care

Type of program ________________

Time ________________

Transferring

Type ________________

When needed ________________

Special considerations ________________

Exercises

Type ________________

How often ________________

Meal Preparation

Cooking ________________

Other prep ________________

Clean-up, etc. ________________

How often ________________

Time of day ________________

Eating

Type of help needed ________________

How often ________________

Time of day ________________

Shopping

Groceries ________________

Other items ________________

How often ________________

Time of day ________________

Transportation

Daily needs ________________

Weekly needs ________________

Time of day ________________

Housecleaning

Type of help needed ________________

How often ________________

Laundry

Type of help needed ________________

How often ________________

GUIDELINES FOR ATTENDANTS

A. Qualifications Expected of an Attendant

1. Ability to accept responsibility.
2. Willingness to work closely with others.
3. Ability to relate well to others.
4. Willingness to learn the job well.
5. Location: You must live near your employer or have access to reliable transportation.
6. Physical skills to lifting, pulling, pushing, bending, stooping, reaching. You do not have to be a strong person physically to be a good attendant.
7. Clean personal habits.
8. Maintain confidentiality.

B. Expected Behavior/Attitudes of PCAs

The following is appropriate for the PCA:

1. Doing the duties that you as an attendant agreed to in the contract.
2. Treating the person with disabilities as an adult.
3. Being dependable and on time. If that is not possible, call and let the employer know.
4. Having respect of and properly caring for personal property.
5. Having the social conduct and behavior that was agreed on in the contract.
6. Being honest in all aspects of the work.
7. Sharing kindness and consideration and patience.
8. Being flexible in times of unexpected events.
9. Seeing the person with disabilities as the employer.
10. Having a good attitude about disability.
11. Allowing each to discuss problems without feeling threatened or being judged.

C. Common Courtesies While on the Job

1. Resolve your questions regarding the job prior to beginning work as much as is possible.
2. Arrive at the scheduled time ready to work.
3. Notify your employer if you are going to be more than 10 minutes late for any reason.
4. Notify your employer as soon as possible when you cannot come.
5. Schedule time off as far in advance as possible. If you know of a possible replacement, suggest that person to your employer.
6. Complete your duties as well as possible within the time constraints.
7. If you cannot do your duties in an efficient manner in the time allotted, negotiate with your employer.
8. Maintain records of the number of hours which you work.
9. Be as courteous and thoughtful as possible.
10. Be as open in your communication as possible.
11. Give feedback to your employer as constructively as possible.
12. Confidentiality: Respect the privacy of the handicapped individual you are caring for. Many problems can arise from casual conversations about the handicapped individual you care for, so try to maintain professional behavior.
13. Be aware of responsible actions if a medical emergency should occur.

D. Responsibilities of the Disabled Individual

1. Be as complete and honest as possible in explaining your needs.
2. Do all that is feasible for you to do for yourself.
3. Do not ask your attendant to do more than the duties which he/she has agreed to do.
4. Be ready to work when your attendant is scheduled to arrive.
5. If you have a roommate, be careful not to make demands on him/her.
6. Don't ask your attendant to stay longer than necessary. If you need to reschedule hours to complete daily tasks, be as flexible and considerate of your attendant's other responsibilities as possible.
7. Be as courteous and thoughtful as possible at all times.
8. Be as open as possible in your communication.
9. Give feedback to your attendant as constructively as possible.
10. Be aware of available back-up personnel.

XIII. B

Name ______________________________

Evaluation: INTERVIEW CHECKLIST

Score ________

Directions to teacher: Evaluate the following areas by roleplaying the interview process with the student.

Behavior Observed:	YES	NO
Advanced preparation:		
Prepare job description		
Applicant completes job application		
Interview process. Discuss the following:		
Previous work record		
Ability to get along with other workers and supervisors		
Health record, including drugs, alcohol		
Driving record		
Mode of transportation to work		
Job description in detail (in writing)		
Hours, time off, weekend responsibilities		
Check references		

XIII. B. 1

Name

JOB DESCRIPTION

TASK	HOW OFTEN
BATHING:	
DRESSING:	
HELPING TO BATHROOM:	
BLADDER CARE:	
BOWEL CARE:	
TYPE OF TRANSFER:	
EXERCISES:	
PREPARATION OF MEALS:	
EATING:	
HOUSEKEEPING:	
LAUNDRY:	

XIII. B. 1

Name

JOB DESCRIPTION

TASK	HOW OFTEN
GROCERY SHOPPING:	
CORRESPONDENCE, FINANCES:	
OTHER NEEDS, SCHOOL, SOCIAL, JOB, OCCASIONAL ASSISTANCE TO ACHIEVE A SKILL TO INCREASE INDEPENDENCE:	
TRANSPORTATION:	
TIME OFF:	

XIII. B. 1

JOB DESCRIPTION

General Duties: Assist individual who is severely disabled with activities of daily living.

Supervised by: Individual who is severely disabled.

Duties:

1. Assist daily with grooming and hygiene including shaving, brushing teeth, showering and combing hair.
2. Assist daily with dressing and undressing including underwear, outerwear, socks and shoes.
3. Prepare and serve three meals daily.
4. Assist with bowel routine three times per week, including inserting suppository and transfer assistance to and from toilet.
5. Assist daily with bladder care including preparing and attaching external catheter.
6. Perform errands weekly including going to bank, going to dry cleaners, shopping and laundry.
7. Perform light housekeeping daily, including doing dishes and making bed.
8. Perform thorough housekeeping weekly, including vacuuming and changing linens.
9. Assist in transfers to and from wheel-chair, bed and van.
10. Other duties as needed.

Qualifications: Willingness to perform personal and household tasks for person with a disability, Willingness to learn, Dependability, Flexibility, Sensitivity.

The material in this Appendix on page 23 and pages 26 - 37 was developed at the Endependence Center in Norfolk, Virginia for use in Personal Care Attendant Management, an Independent Living Skills course, taught at the Center.

APPLICATION FOR EMPLOYMENT

NAME ______________________________________ | ____________
first middle last | maiden

ADDRESS ____
street city state zip

How long have you been at this address? ______________

Previous address ______________________________
____

____

EDUCATION:

		Diploma/degree highest grade completed	grad. date
High School	____________ name	________	____
	____________ location		
Technical training or college	____________ name	________	____
	____________ location		

List special training or favorite subjects ______________
____
____

List hobbies or special interests ______________________
____

HEALTH

How do you rate your overall health? ______ excellent ______ good ______ fair ______ poor

Are you able to lift? __________

Are you a smoker? ______ non-smoker? ______

List serious health conditions you have had or now have. Give dates.
____
____

XIII. 26

Employment Record

List all jobs since high school and account for any periods between jobs.

from ____ to ____ Job Title ____ Duties: ____
mo./yr. mo./yr.
Place of employment: ____
____
____
Address
Name of immediate supervisor: Salary: ____
____ ____ Reason for leaving: ____
name title

---

from ____ to ____ Job Title ____ Duties: ____
mo./yr. mo./yr.
Place of employment: ____
____
____
Address
Name of immediate supervisor: Salary: ____
____ ____ Reason for leaving: ____
name title

---

from ____ to ____ Job Title ____ Duties: ____
mo./yr. mo./yr.
Place of employment: ____
____
____
Address
Name of immediate supervisor: Salary: ____
____ ____ Reason for leaving: ____
name title

Explain how you got along with other employees and supervisor.

JOB	EXPLANATION

DRIVING RECORD

____
Drivers License No., State

Do you have your own transportation? ______________

Has this license ever been revoked? _____ Explain. ______________

____

Driving convictions? _____ Explain. ______________

Have you ever been convicted of a felony or misdemeanor? _____ If yes, explain. ______________

PERSONAL REFERENCE (excluding relations)

	Name	Address	Phone	Relationship
1.				
2.				
3.				

Do you give permission to contact references and previous employers?

____

I confirm that all statements and details given by me in this application are true.

______________________ ______________
Signature Date

THE INTERVIEW PROCESS

A. Telephone Interview Role Play

1. Where does the person live and what is his/her means of transportation?

2. Hours required and payment.

3. Briefly describe who you are, where you live, and what your daily routine is. Important Note: Do not give your name or the exact location of your home.

4. If individual is interested, explore further topics in 3): duties, hours, salary.

5. Ask applicant's experience in this type of work, what his/her daily schedule is and flexibility.

6. Personality is very important. Think in advance about the kinds of traits you think are important to look for.

7. Set up an interview in a public place.

B. Face-to-Face Interview

1. Discuss previous work history:

   a. length of employment
   b. job responsibilities
   c. how applicant got along with other employees, supervisors.

2. Discuss transportation in detail and driving record.

3. Discuss health record, drug use, smoking patterns or drinking pattern.

4. Discuss hours, wages, time off and weekend responsibilities.

5. Discuss in detail the routine and responsibilities (bowel care, bladder care, dressing) and time spent on tasks. You may wish to provide applicants with a written job description. Make your expectations clear. Be specific and matter-of-fact when discussing intimate aspects of personal care.

6. Ask open-ended questions to get applicant talking. Open-ended questions are those which cannot be answered with a yes/no or other one word answer.

   a. Why would you like the job?

   b. Explain what traits or attitudes you have which make you well suited for this position?

C. Interview Checklist

Following is a list of only some of the areas you should remember to cover during the interview. You may wish to add to it depending on your situation.

1. Review of the Job Description
2. Names and addresses of references, signed Reference Release Form, if needed
3. Salary (wage, room and board, etc.)
4. Fringe benefits (use of car, holidays, etc.)
5. Payroll taxes
6. Method of payment
7. Notice of termination
8. Hours
9. Use of personal property, including car
10. Guests (if live-in PCA)
11. Importance of attendance and punctuality
12. Responsibility of attendant to get back-up if he/she needs to be off for any reason.

C. Reference Check

You can either call or write to the references. Whatever you do, let the reference know you have the applicant's permission to contact him/her. You should explain the nature of the job to the reference so he/she can evaluate the applicant with the job in mind.

D. Employment Reference Check

1. Dates of employment (verify) ______________________
2. Job title ______________________
3. Duties ______________________
____
4. Reason for termination ______________________
5. Eligibility for rehire ______________________
6. Attendance ______________________
7. Punctuality ______________________
8. Relationships with supervisor, co-worker(s) ______________________
9. Dependability ______________________
10. Job performance ______________________
11. Ability to learn new tasks ______________________
12. Ability to follow directions ______________________
13. Honesty ______________________
14. Responsibility ______________________
15. Flexibility ______________________
16. Other/Comments ______________________
____
____
____

E. Personal Reference Check

1. How long have you known applicant? ______________________

2. What is your relationship to the applicant? ______________________

3. In your opinion, is he/she:

Honest ______________________

Dependable ______________________

Responsible ______________________

Flexible ______________________

Communicative ______________________

Alert ______________________

A careful driver ______________________

Considerate ______________________

Able to learn new tasks ______________________

Able to follow directions ______________________

4. Other/Comments ______________________

____

____

____

F. Reference Release Form

You may choose to ask applicants to bring written references with them to the interview or you may want to interview first and ask for references only from the applicants you're interested in. Sometimes an employer will want permission before giving out information. In that case, you may ask the applicant to call and tell the employer it's okay to give you information or you may need the applicant's written permission. To be safe and to save time, ask the applicant to sign a "Reference Release Form."

REFERENCE RELEASE FORM

To: ____

I, ______________________________, have applied for a position as a Personal Care Attendant for ______________ ______________ and given your name as a reference. I would appreciate it if you would supply him/her or his/her designee with information regarding my character, dependability and/or performance.

Thank you.

______________________________ ______________
Signature of Applicant Date

______________________________ ______________
Signature of Interviewer or Designee Date

EMPLOYMENT AGREEMENT

In developing an employment agreement or contract with your PCA's, there are several areas you should cover. You may wish to discuss or negotiate the agreement verbally first, but it is recommended that a written agreement be signed and that both you and your attendant have a copy of the agreement and any significant revisions or changes that come up. Here are some issues you should consider:

HOURS: How many hours per week or month? Who decides the schedule? How far in advance is it developed? Will hours vary?

SALARY: What is the hourly wage? Are there any "in-kind" payments (like room and board or use of phone or laundry facilities)?

PAYMENT SCHEDULE: Will the PCA be paid every week? Every other week? In cash or by check? By employer or agency?

BENEFITS: Are there any benefits? Sick time? Vacation time? Holidays?

TERMINATION: How much notice should each party give? How many warnings should the PCA get if something is unacceptable? What if the employer's health or safety is in danger? Under what conditions will payment be withheld?

PUNCTUALITY AND ATTENDANCE: Should the PCA be required to call if he/she will be late or absent? Will poor punctuality or attendance result in termination?

EXPENSES: Who will pay for the PCA's phone calls, dinner out, concert ticket? What if the PCA damages or breaks something?

BEHAVIOR: Are smoking, drinking alcoholic beverages, guests, etc. okay? How should the PCA and employer interact in social situations? What about privacy and using each other's personal property?

DUTIES: What exactly is the PCA responsible for (attach a Job Description to the Agreement)?

TRANSPORTATION: Who is responsible for damages in a car or van accident? Can the PCA use the employer's vehicle for personal reasons? Who pays for gas, repairs, and/or maintenance?

SAMPLE

Employment Agreement

Agreement between ______________________ and ______________________
Employer PCA

1. PCA will work 20 hours per week, Monday-Friday from 6 a.m. until 8 a.m. (10 hours) and an additional 10 hours on weekends. PCA and employer will determine weekend schedule one week in advance.

2. PCA will be paid $4.00 per hour and will be allowed to use employer's laundry facilities and care for personal use on Saturdays. Meals will be provided by employee during work hours. PCA will be paid $5.00 per hour for over-time. Paycheck will be given to PCA every Friday.

3. PCA will receive one week (20 hours) paid vacation after one full year of employment. After 3 months, PCA will be paid for sick time up to 4 hours per month which cannot be accumulated.

4. Two weeks notice will be expected by employer or PCA prior to termination unless the employer's health or safety is in danger in which case termination can be without notice. If PCA's work is not satisfactory, 2 warnings will be given prior to termination. Final payment will be withheld until all damages are corrected and all assignments are complete.

5. PCA will pay for his/her long distance phone calls and gas when using employer's car. Employer will pay for repairs and maintenance of vehicle. If PCA is at fault in a car accident, PCA will pay damages.*

6. PCA will be responsible for all duties on attached Job Description.

7. Employer will pay attendant's expenses at social activities if employer assigns PCA to attend as part of PCA's job.

8. Employer will do as much as possible independently.

9. Employer and PCA agree to be flexible and to try to communicate openly and frequently.

10. PCA will be on time, will call if unavoidably delayed, will have good attendance and will help find a substitute PCA in emergencies.

11. Other.

Effective Date ____________________

Signatures ____________________ ____________________

Employer PCA

*Check this out with your insurance company!

SAMPLE: Employment Contract

Agreement for Employment as a Personal Care Attendant

As an employee of ________________, I agree to perform the following duties within the time schedule stated in this agreement.

****

The following duties are to be performed seven days a week in the 'A.M.'

Arrival time for work; 7:00 o'clock a.m. [in the morning].

1. Start a pot of coffee brewing.
2. Roll patient onto his back.
3. Credey patient to prompt a voidance of his bladder. This process involves tapping, with a moderate amount of pressure, on the lower abdomen until the patient urinates. This process will be further illustrated through verbal instruction and references to The Virginia Spinal Cord Injury Project handbook.
4. Remove texas catheter.
5. Bathe patient from waist down.
6. Massage heels and buttocks vigorously with lotion to stimulate blood circulation.
7. Turn the patient to opposite side than the one he was sleeping on.
8. Clean overnight drainage bag according to written instructions in bathroom. Empty peroxide from legbag.
9. Place patient on back. Put on socks. Attach legbag to left leg according to verbal instructions. Attach a new texas catheter; this process will be further illustrated through verbal instruction and references to The Virginia Spinal Cord Injury Project handbook. Put pants and shoes on patient.
10. Position wheelchair cushion according to verbal instructions.
11. Transfer patient to wheelchair.
12. Wash face, neck and arms. Help with brushing teeth. Shave patient. Put on shirt. Comb hair.
13. Prepare breakfast. Place water, breakfast and coffee in accessible location.
14. Clean up from breakfast. Feed the dog.

****

The following duties will be performed once a week.

1. Wash the laundry.
2. Vacuum and dust the home.
3. Take inventory and make a shopping list for food and supplies. If needed go shopping.

****

The following duties will be performed once every 2 weeks.

1. Wash my dog.
2. Clean all wheelchairs and perform maintenance.

The following duties will be performed every other night.

Bowel management. Program starts at 8 o'clock p.m.

1. Transfer to potty chair.
2. Remove pants, socks and shoes.
3. Obtain the proper supplies from the bathroom.
4. Remove stool from lower bowels and insert suppository. This process will be further illustrated through verbal instruction and references to *The Virginia Spinal Cord Injury Project* handbook.
5. Give patient a shower and change texas catheter.
6. Give medications and or treatments.
7. Transfer to bed. Check for skin break-down as instructed. Put to bed in instructed manner.

The following duties will be performed on non-bowel management nights. Program stats at 9 or 10 o'clock p.m.

1. Wash face and arms.
2. Give medications and/or treatments.
3. Transfer to bed. Check for skin break-down as instructed. Put to bed in instructed manner.

* * *

The daily format for employment will be as follows.

Total hours at employers residence.

7 a.m. to 10 a.m.
1:30 p.m. to 4:30 p.m. (prepare dinner, assist in pressure relief as instructed.)
7:30 p.m. to 11:30 p.m.

* * *

Payment for services rendered is to be negotiated to the satisfaction of the employee and documented below with the terms for payment defined and not subject to change without the written approval of the employer.

BARTER/SERVICE . . . .
HOURLY WAGE -------- $ 0.00 SIGNED
WEEKLY WAGE -------- $ 0.00
MONTHLY WAGE -------- $ 0.00 SIGNED

* * *

Terms for termination of the contract.

EMPLOYER TERMS

1. Immediate dismissal for physical abuse, theft, threatening behavior or failure to perform duties.
2. Two weeks notice for excessive tardiness or poor performance of duties.
3. One month notice for change of address.

****

EMPLOYEE TERMS

1. One week notice; Failure of payment.
2. Immediate termination; Physical or sexual abuse.

It is further understood that the employee will give 3 weeks notice for termination reasons other than those listed above and he/she will assist in the training of a new attendant. In addition the employee will provide 2 hours a week for the first 3 weeks of employment with pay; to tutor the employee on questions of personal care, spinal cord patient needs and familiarization with terms and devices used in the care of a quadriplegic. He/she will be expected to read the assigned chapters in The Virginia Spinal Cord Injury Project handbook.

****

The employee undertakes to have a working telephone and reliable transportation. And in the case of delay or emergency he/she will call or have someone else call and explain the delay.

****

The employee also undertakes to respond to emergency situations, with pay, which may be encountered by the employer and to perform all other duties during working hours which are deemed pertinent to the function and/or health of a quadriplegic.

****

XIII. B. 2

WHAT DO I DO IN AN EMERGENCY? BACK-UP PCA'S

It is always better to hire more than one attendant so that one individual is not expected to work all seven days and nights each week.

Dividing work among a few PCA's makes the job less tiring and demanding, and improves your chances of keeping your attendants longer.

Also, if more than one PCA knows your daily personal care routine, you'll be prepared with a back-up PCA in case someone gets sick, has an accident, or quits suddenly. Having a back-up PCA also helps when one of your attendants needs some time off for an appointment or a vacation.

Make sure to contact your back-up PCA's occasionally to find out if they're still available and have them work one day to be reminded of how the job is done.

If an emergency should arise, and your PCA is unavailable, consider whether anyone in your neighborhood or apartment building could serve as an emergency resource.

Sometimes your friends can help in times of trouble or work overload. Perhaps they can be called upon to help with such tasks as taking in your laundry, bringing in meals, doing your shopping or driving somewhere when your PCA is sick. Do not expect friends to do a lot without being paid. Remember that they are not responsible for you.

The following is a list that you might find helpful if you keep it in a handy location:

	Name	Telephone Numbers
1. Doctor		
2. Hospital		
3. Drug Store		
4. Ambulance		
5. Home Health Agency		
6. Back-up PCA's		
7. A Friend		
8. A Neighbor		
9. Supplies		

XIII. C NAME ______________________________

Evaluation: CONFLICT RESOLUTION

Matching

Match the responses in Column B with the correct description in Column A. Column B responses can be more than one.

I. Showing Anger

A

1. _____ This person doesn't like a situation of conflict.
2. _____ This person lets feelings of pressure build up inside.
3. _____ This person will blow his/her top easily at anyone.
4. _____ Even small things make this person very angry.
5. _____ When this person is angry, it never shows.

B

a. Eruptors

b. Withholders

II. Crazymakers

Column B responses are used only once here.

A

1. _____ The avoider
2. _____ The kitchen sink fighter
3. _____ The guilt maker
4. _____ The gunnysacker

B

a. All the guilt feelings pile up inside and explode all at once.

b. Brings up all sorts of unrelated things which are making him mad and gets way off the subject.

c. Will act like he/she is asleep or toc busy to argue or discuss.

d. Tries to change the other person's behavior by making him/her feel responsible and guilty.

XIII. C

TRUE--FALSE

Use T for true, F for false statements.

1. ______ All fights are not bad for people.

2. ______ If people have arguments with each other, it is still possible to be friends.

3. ______ If you have an argument with someone, it is better to settle all your differences at one time.

4. ______ Being a good listener is as important as a good talker in a growth fight.

5. ______ Your chances at winning an argument with a person are better when he/she is in a hurry.

6. ______ Sometimes when an argument is over you will need to check back with the person to see how things are going.

ANSWER KEY: Evaluation on Conflict Resolution

I. Showing Anger

Item Number	Answer
1.	B
2.	B
3.	A
4.	A
5.	B

II. Crazymakers

Item Number	Answer
1.	C
2.	B
3.	D
4.	A

III. True--False

Item Number	Answer
1.	T
2.	T
3.	F
4.	T
5.	F
6.	T

Teacher References

DEALING WITH ANGER

Many people deal with feelings of anger in one of two ways. These people have been called:

1. Eruptors--they erupt like a volcano.
   --they blow their top at whomever is around; even bystanders, instead of the real targets of their anger.
   --these reactions are often way out of proportion to the thing that angers them.

2. Withholders--this person never really gets mad and avoids expressing conflict.
   --the feelings build up inside and create the pressure which makes this person very unhappy with himself/herself.

Unproductive Ways To Handle Conflict

According to Dr. George Back, a leading authority on conflict and communciation, there are two ways of dealing with personal conflict: clean fighting and dirty fighting. When people cannot or will not express their feelings openly and caringly, they may resort to dirty fighting. Dirty fighters often resort to "crazymaking" techniques to vent their resentments. These crazymakers are a variety of indirect tricks to get at their opponent without addressing the root of the problem and they destroy communication.

Crazymakers

The avoider: The avoider refuses to fight. When a conflict arises, he/she will leave, fall asleep, pretend to be busy at work, or keep from facing the problem in some other way. This behavior makes it very difficult for the partner to express feelings of anger, hurt, etc. because the avoider won't even talk.

The guilt maker: Instead of saying straight out that he/she doesn't want or approve of something, the guilt maker tries to change the partner's behavior by making him/her feel responsible for causing pain. The guilt maker's favorite line is, "It's okay, don't worry about me . . .," accompanied by a big sigh.

The gunnysacker: This person doesn't respond immediately when angry. Instead, the resentments are put into a gunnysack, which after a while begins to bulge with large and small gripes. Then, when the sack is about to burst, the gunnysacker pours out all the pent-up aggressions on the overwhelmed and unsuspecting victim.

The joker: Because he's/she's afraid to face conflicts squarely, the joker kids around when the partner wants to be serious, thus blocking the expression of important feelings.

The beltliner: Everyone has a psychological "beltline," and below it are subjects too sensitive to be approached without damaging the relationship. Beltlines may have to do with physical characteristics, intelligence, past behavior, or deeply ingrained personality traits a person is trying to overcome. In an attempt to "get even" or hurt the other person, the beltliner will use intimate knowledge to hit below the belt, where he/she knows it will hurt.

The blamer: The blamer is more interested in finding fault than in solving a conflict. Needless to say, this person usually does not blame himself/herself. Blaming behavior almost never solves a conflict and is an almost surefire way to make the receiver defensive.

The mind reader: Instead of allowing the other person to honestly express feelings, the mind reader goes into character analysis, explaining what the other person really means or what's wrong with the other person. By behaving this way the mind reader refuses to handle his/her own feelings and leaves no room for the other person's self expression.

The kitchen sink fighter: This person is so named because in an argument he brings up things that are totally off the subject ("everything but the kitchen sink"): the way the partner dresses, eats, drives, bad breath--anything.

The trapper: The trapper plays an especially dirty trick by setting up a desired behavior for the other person, and then when it's met, attacking the very thing he/she requested. An example of this technique is for the trapper to say, "Let's be totally honest with each other," and then when the partner shares personal feelings he/she finds himself/herself attacked for having feelings that the trapper doesn't want to accept.

Handout: HOW TO HAVE A CLEAN, FAIR FIGHT

In helping people, young and old, deal with their feelings of frustration and anger, psychologists have developed a system of arguing called, "The Fight For Growth." To be successful at expressing your feelings about situations that bother you, you must follow these steps. Skipping one or more can lead to misunderstandings that might threaten your meeting and even cause a dirty fight. After you've practiced the fight for growth a number of times and are familiar with it, this style of conflict will become almost second nature to you. As you read the following steps, try to imagine yourself applying them to a problem that's bothering you now.

Step 1--Thinking about the problem: Before you approach your partner, try to get in touch with what's really bothering you. Often it's easy to protect yourself by blaming your own shortcomings on someone else. Also, focus on your feelings and see what's really going on. For example, what first strikes you as anger or resentment may really be jealousy or hurt. See if you can explore your feelings and find out what's really bothering you.

Try to be as specific as you can about the exact behaviors of your partner that are causing the trouble between you. For example, you might clarify a gripe such as "inconsiderate around the house" into a specific complaint.

Step 2--Making a Date: Often unconstructive fights start because one person is ready and the other isn't. There are many times when a person isn't in the right frame of mind to face a conflict: He may be tired, in too much of a hurry to take the necessary time, upset over another problem, not feeling well, etc., and you should not expect full attention unless the partner is as ready to talk as you are. After you think about what the problem is and get everything straight in your mind, you could say, "Something's been bothering me. Can we talk about it?" If the answer is yes, then you're ready to go further. If it isn't the right time to talk, find a time that's agreeable to both of you.

Step 3--Stating your problem: This is a critical step. The other person needs to know what is upsetting you. Limit the discussion to one behavior. Your statement should contain two parts: first, a description of the behavior that bothers you, and second, the effect that this behavior has on you. It should follow this form: "The thing you do that bothers me is . . . , and when you do it I feel . . . ."

By expressing yourself this way you're telling the other person just what's going on inside you and how important it is to you. It's surprising how often people argue without ever sharing with each other the extent of their feelings.

Step 4--Checking back: This step calls for both people to be good listeners. After you state what's bothering you and how it makes you feel, the other person should re-state it to you. For instance, the person would say, "You feel . . . ," "You're saying that . . . ," "You think . . . ," etc.

It may take several attempts before you're sure you've been understood, but the time spent will be worth it. Many fights get off the track because one person distorts the feelings of the other.

Step 5--Thinking about and practicing your request: After telling what's bothering you with your partner, it's time to consider how you want him/her to change. Think carefully about how you want the person to change and deal with only one behavior at a time. You may want to rehearse your request ahead of time.

Step 6--Checking back on the request: Repeat the procedure in step 4 until you're sure your partner understands your request. Remember, all your partner is doing is making sure he knows what you want. His understanding doesn't mean any kind of a promise.

Step 7--Popping the question: At this point you should be sure that the other person understands what you want. Next, you ask, "Can you do what I want?" or, "Will you do what I ask?"

Step 8--Deciding the answer: Now it's your partner's chance to respond. The response should take some consideration and should be an honest one. Maybe the partner will agree with only part of the request.

Step 9--Answering the question: If the other person only agrees to part of your request with an answer such as, "I can't do everything you've asked, but I'll try this for now," you will both need to come to an agreement.

In each step of this negotiating process the partners should check their understanding of each other before adding any new requests, ideas, or responses. If you cannot agree at this point you may have to postpone the discussion.

Step 10--Planning a checkup meeting: Agree to discuss the problem a few days later to check up on the progress of your solution. You can find out if both of you are satisfied with how things are going.

Step 11--Closure: Congratulate each other on successfully working through your conflict.

References and Resources

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Resources

Independent Living Centers

Health Department

Social Services Department